

# Psychological Abstracts

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## GENERAL

(incl. Statistics)

1. B[entley], M. Tools and terms in recent researches. *Amer. J. Psychol.*, 1945, 58, 394-397.—A summary is given of the many current 'fields' of psychology, with a description of the fundamental lack of cohesiveness, which leads to a basic difficulty in defining what psychology is.—D. E. Johannesen (Bellevue Hospital).
2. Boring, E. G. The use of operational definitions in science. *Psychol. Rev.*, 1945, 52, 243-245.—Answers to the 11 questions proposed for discussion in the symposium on operationism are as follows: (1) The unification of science and the resolution of controversy are promoted by operational definitions. While a regress may be infinite, it can be terminated when there is no further demand for definition. (2) It is possible to identify two operations in terms of further operations, but there are limits to validity of the resulting equivalence. (3) Hypothetical operations are useful. (4) Experience is a proper construct for operational definition. (5) "Operations can be good or poor. . . . The test of goodness of an operation is its univocality." (6) Operational definitions tend to influence experimentation toward the attack upon the more significant problems. (7) Let those (Gestalt psychologists) who wish get what they can from theoretical constructs. (8) "Operationism is not opposed to the validation or extension of a concept." (9) All concepts of science must be capable of operational definition. (10) Only the most rigorous definitions are operational. (11) "A phenomenon can be identified in terms of its antecedent or consequent phenomena if the correlation is symmetrical and perfect."—M. A. Tinker (Minnesota).
3. Boring, E. G., Bridgman, P. W., Feigl, H., Pratt, C. C., & Skinner, B. F. Rejoinders and second thoughts. *Psychol. Rev.*, 1945, 52, 278-294.—After reading the contributions of the other authors to the symposium on operationism (see 20: 2, 4, 8, 14, 28, 34), each author gives his reactions to the others in the form of a rebuttal. There still remain many differences of viewpoint which have not been reconciled. But, as pointed out by Boring, there are essential agreements that run through accounts that diverge in detail.—M. A. Tinker (Minnesota).
4. Bridgman, P. W. Some general principles of operational analysis. *Psychol. Rev.*, 1945, 52, 246-249.—After specifying when a term is defined, it is stated that definitions must be operational. The advantage is increased precision. "Whether 'experience' is a proper construct for operational definition is a question for experiment." Although definition may form a regress, it does not necessarily follow that it becomes an infinite regress. One may speak of good or bad operations. There is no reason why the operational method should have any inhibiting effect on any legitimate theorizing. Unproved assumptions are involved in defining a phenomenon by the operations which produced it. The analysis of experience into discriminatory responses must be only a preliminary stage which must eventually be split into simpler components.—M. A. Tinker (Minnesota).
5. Covner, B. J. A note on postwar phonographic recording equipment. *J. consult. Psychol.*, 1945, 9, 194-195.—S. G. Dulsky (Chicago, Ill.).
6. Dewey, J., Hook, S., & Nagel, E. Are naturalists materialists? *J. Phil.*, 1945, 42, 515-530.—In reply to Sheldon's challenge (see 19: 2435), attention is directed to the distinction between reductive and non-reductive materialism. The latter does not maintain that mental processes are nothing but physical processes, but only that a mental event is contingent upon certain physical events. In meeting the charge that the naturalists' interpretation of scientific method would rule out of court the private data of introspection, a further distinction is made between what is observable and what is confirmable without direct observation. Even if A cannot share in some experience enjoyed or suffered by B, he may be able to verify the fact that B has had the experience in question. Also to say that reliable knowledge must be publicly verifiable is not the same as to say that it must in every case be publicly verified. The authors conclude with a challenge to Sheldon to propose a viable alternative to the use of the method of modern science in anthropology, social psychology, psychiatry, and the other social sciences.—R. H. Dotterer (Pennsylvania State College).
7. Drinker, C. K. Walter Bradford Cannon, 1871-1945. *Science*, 1945, 102, 470-472.—Obituary and appreciation.—F. A. Mote (Connecticut).
8. Feigl, H. Operationism and scientific method. *Psychol. Rev.*, 1945, 52, 250-259.—It is concluded that concepts, to be of value to the factual sciences, must be definable by operations which are logically consistent, sufficiently definite, empirically rooted, naturally and technically possible, intersubjective and repeatable, and aimed at the creation of concepts which will function in laws or theories of greater predictiveness.—M. A. Tinker (Minnesota).
9. Foradori, I. A. Estado actual de los estudios psicológicos en los países americanos. (Present state of psychological study in American countries.) In Mouchet, E., *Temas actuales de psicología normal y patológica*. Buenos Aires: Editorial Médico-Quirúrgica, 1945. Pp. 243-306.—A survey is offered of background development, laboratories, research and academic facilities, publications, and thought trends. The countries covered are Brazil, Colombia, Costa

Rica, Cuba, Chile, Ecuador, the United States, Guatemala, Mexico, Paraguay, Peru, and Uruguay.—H. D. Spoerl (Jeffersonville, Vt.).

10. Fries, H. S. A methodological consideration. *J. gen. Psychol.*, 1945, 33, 11-20.—In pure science, abstract concepts are used for the purpose of improving them; in applied science, they are employed for practical purposes. This is what makes self-corrective inquiry logically identical with experimentation. Inquiry of this sort into the nature of the human individual cannot be ethically neutral. A recognition that aims, interests, choices, plans, and beliefs can be tested precisely as all underlying hypotheses are tested means the end of all separation between theory and practice. "One should no more expect the development of self-corrective inquiry about human nature to occur independently of political forces than one would expect the development of physics independently of engineering."—G. W. Hartmann (Teachers College, Columbia).

11. Hall, D. M., Welker, E. L., & Crawford, I. Factor analysis calculations by tabulating machines. *Psychometrika*, 1945, 10, 93-125.—I. B. M. tabulating equipment can be of considerable help in reducing the time and increasing the accuracy of multiple factor analysis, even if used for only a part of the calculations. Once the plugboard is wired and those cards punched which are used over and over again, problems involving any number of variables can be handled with dispatch. The correlation matrix is listed, the totals verified, and the signs changed on the tabulator. Then the factors and the residual coefficients are calculated by means of a calculator. Tucker's procedure has been modified by using a calculator instead of a multiplying punch, by reducing the number of cards used, by simplifying checks on calculations, by simplifying plugboard wiring, and by preparing work sheets on tabulator paper. Extraction of factors from 24 variables at the rate of one in four hours' time seems to justify the use of the tabulating equipment on small problems.—(Courtesy *Psychometrika*).

12. Hansen, M. H., & Hauser, P. M. Area sampling—some principles of sample design. *Publ. Opin. Quart.*, 1945, 9, 183-193.—Two criteria for a sample design are (1) the sample must yield the desired information, with the required reliability, at a minimum cost, and (2) the reliability of the sample must be measurable. The "quota" method of sampling does not meet this second criterion. The "area sampling" method does meet it and hence is to be preferred to low-cost sampling techniques when a precise estimate is desired (i.e., when the reliability must be known to be high). The basic principles of area sampling are described, together with alternative area sampling designs, techniques for evaluating the designs, and the involved costs.—H. F. Rothe (Stevenson, Jordan & Harrison, Inc.).

13. Heath, C. W. What people are; a study of normal young men. Cambridge, Mass.: Harvard University Press, 1945. Pp. xvi + 141. \$2.00.—"The Grant Study was established in 1938 to implement a concept that there was a great need for fuller

knowledge of normal people." As a first step in securing this knowledge, psychiatric, medical, psychological, anthropometric, and socioeconomic data were collected on 268 "normal," successful Harvard College undergraduates. The approach was clinical and attempted to avoid preconceptions regarding personality structure and organization. The distributions of the measurements and the clinical judgments are presented in a series of tables. The text describes the general plan and purpose of the work, its method, the findings, and the relations between the judgments made while the men were in college and the available evidence concerning their later adjustment.—D. Wolfe (Chicago).

14. Israel, H. E. Two difficulties in operational thinking. *Psychol. Rev.*, 1945, 52, 260-261.—A construct derives its meaning exclusively from a specific set of operations. Therefore when operationally defined, two quantitative results cannot be the same unless they are determined by the same set of operations. In discussing what an operation is, the author raises the question of whether the apparently simple and direct procedure of defining constructs in terms of the actual, concrete operations involved is too difficult a psychological task to be handled by psychology in its present state.—M. A. Tinker (Minnesota).

15. Ivy, A. C. What is normal or normality? *Quart. Bull. Northwest. Univ. med. Sch.*, 1944, 18, 22-32.—The problem of normality and abnormality is discussed from the normative, the arbitrary statistical, the pathological, and the nonarbitrary statistical views. The use of the term normal to describe different conditions (usual, healthy, perfect) is the cause of most of the confusion, and the term must be qualified. Definitions are suggested and their implications pointed out. That normal processes may produce abnormal effects is explained and exemplified.—D. Schneider (Wisconsin).

16. Jakob, C. Sobre el origen de la conciencia. (On the origin of consciousness.) In Mouchet, E., *Temas actuales de psicología normal y patológica*. Buenos Aires: Editorial Médico-Quirúrgica, 1945. Pp. 345-381.—It is futile to treat consciousness as an abstraction, or apart from temporal aspects of development. It must be viewed as a feature of dynamic relationships within the cortex, in which motor discharges balance afferent impulses, thus structuring experience. Eight figures include microphotographs of cortical substance.—H. D. Spoerl (Jeffersonville, Vt.).

17. Jarrett, R. F. Permissible coarseness of grouping. *Psychol. Bull.*, 1945, 42, 536-537.—Abstract.

18. Kaitz, H. B. A note on reliability. *Psychometrika*, 1945, 10, 127-131.—A formula for internal consistency reliability is developed within the framework of the analysis of variance. The test items are assumed to be homogeneous but may have any weights. Data needed for computation are the student test scores and the total number of items answered, so as to have the same weight. It is shown



- that this formula reduces to the Kuder-Richardson for item weights of one and zero. Some empirical validation is offered.—(Courtesy *Psychometrika*).
19. Krapf, E. E. Vida y obra de Benjamin Rush; contribución a la historia de la psicopatología en América. (Life and work of Benjamin Rush; contribution to the history of psychopathology in America.) In Mouchet, E., *Temas actuales de psicología normal y patológica*. Buenos Aires: Editorial Médico-Quirúrgica, 1945. Pp. 383-396.—H. D. Spoerl (Jeffersonville, Vt.).
20. [Langfeld, H. S.] Symposium on operationism: introduction. *Psychol. Rev.*, 1945, 52, 241-242.—A statement of the questions discussed in the symposium is given. (See 20: 2, 3, 4, 8, 14, 28, 34.)—M. A. Tinker (Minnesota).
21. London, I. D. An examination of Sickles' 'psycho-geometry of order.' *Psychol. Rev.*, 1945, 52, 199-206.—The assertion of Sickles that he has successfully demonstrated the intrinsic identity of the visual and electromagnetic fields in his psycho-geometry of order is subjected to critical analysis "in order to discern to what degree this identification of the two fields may be considered as solidly established." After considering the transfer of concepts, the electromagnetic field, symmetry, and experimental verification, it is concluded that Sickles has failed to accomplish the projected identification of the electromagnetic and visual fields through his psycho-geometry of order. Furthermore, because of lack of substantiating theoretical argument and of experimental evidence, attempts at such identification are apt to be fruitless. (See 16: 1378; 17: 400; 18: 3023.)—M. A. Tinker (Minnesota).
22. McKelvie, W. B. A stroboscope using a grid-controlled neon tube, the strobotron. *J. Laryng.*, 1944, 59, 464.
23. Maslow, A. H. A suggested improvement in semantic usage. *Psychol. Rev.*, 1945, 52, 239-240.—In the development of a science, many new concepts are invented and old ones are given new meaning. The author has found it advantageous in his classes "to recognize that the same word can be used by different authors in partially or completely different ways." Words used by the various authors are accepted, but the author's name is appended as a subscript.—M. A. Tinker (Minnesota).
24. Merlan, P. Brentano and Freud. *J. Hist. Ideas*, 1945, 6, 375-377.—The question of the relationship between Freud and Brentano (1838-1917) is clarified by the publication of letters showing that, while a student at the University of Vienna, Freud was acquainted personally with Brentano and was recommended by him as a translator of John Stuart Mill's works. Brentano's *Psychologie vom empirischen Standpunkt* (1874) contains two discussions on the unconscious, and it is possible that Freud became acquainted with the concept through Brentano.—M. E. Morse (Baltimore, Md.).
25. Mouchet, E. [Dir.]. *Temas actuales de psicología normal y patológica*. (Present-day subjects in normal and pathological psychology.) Buenos Aires: Editorial Médico-Quirúrgica, 1945. Pp. 534. 30 ps.—See 20: 9, 16, 19, 26, 80, 92, 126, 164, 175, 186, 188, 280, 313, 351, 353, 354.
26. Mouchet, E. *Mi psicología vital: sus principios fundamentales*. (My vital psychology: its fundamental principles.) In Mouchet, E., *Temas actuales de psicología normal y patológica*. Buenos Aires: Editorial Médico-Quirúrgica, 1945. Pp. 413-435.—"Vital psychology" assumes, with Ribot, that the "vital sentiment" (coenesthesia) is the ultimate ground of experience, the "biological basis of consciousness of self and of the consciousness we possess of external reality." From this come the Kantian categories. The elaborated mental life of man is largely a scheme of repression of the vital sentiment, in various directions and degrees.—H. D. Spoerl (Jeffersonville, Vt.).
27. Pradines, M. *Traité de psychologie générale. I. Les fonctions universelles*. (Treatise on general psychology. I. General functions.) Paris: Presses Universitaires de France, 1943. Pp. 746.
28. Pratt, C. C. Operationism in psychology. *Psychol. Rev.*, 1945, 52, 262-269.—The view that experience is a proper construct for operational definition is not accepted. An attempt is made to clarify and to some extent to resolve the differences between the views of Pratt and Köhler on theoretical explanation. Psychology need not abandon the construction of hypotheses until they can be formulated in terms of an exact science such as physics. Well-trained psychologists should not neglect problems where exact methods and respectable hypotheses are lacking. In much worthwhile work of this kind, little help can or should be expected from operationism.—M. A. Tinker (Minnesota).
29. Salter, W. H. & others. The Earl of Balfour, P. C., LL.D. *Proc. Soc. psych. Res., Lond.*, 1945, 47, 249-258.—An appreciation of the contributions of Gerald William Balfour to psychical research is published here, together with a short account of his other activities.—B. M. Humphrey (Duke).
30. Salter, W. H., & others. T. W. Mitchell, M.D. *Proc. Soc. psych. Res., Lond.*, 1945, 47, 258-260.—The authors give a review and appreciation of the work of Dr. Thomas Walker Mitchell as an active psychical researcher and as a contributor to medical psychology.—B. M. Humphrey (Duke).
31. Schlosberg, H. Edmund Burke Delabarre, 1863-1945. *Psychol. Rev.*, 1945, 52, 183-186.—Obituary, contributions and appreciation. Portrait.—M. A. Tinker (Minnesota).
32. Seashore, C. E. Applied psychology in 1895. *J. Speech Disorders*, 1945, 10, 211-213.—A brief description is given of the development of applications of psychology, particularly with regard to speech and hearing.—F. W. Finger (Virginia).
33. Skaggs, E. B. Personalistic psychology as science. *Psychol. Rev.*, 1945, 52, 234-238.—We should admit that much of what is studied in psychology is not science. The biological aspect of psychology is considered science, but the sociological aspect is not science. Following Windelband's proposed entirely separate disciplines, a nomothetic (seeking gen-

eral laws) and an ideographic (seeking to understand some particular event) discipline, it is concluded that the knowledge of psychology must be classified into the two groups, nomothetic and ideographic. The former is scientific.—*M. A. Tinker* (Minnesota).

34. Skinner, B. F. The operational analysis of psychological terms. *Psychol. Rev.*, 1945, 52, 270-277.—Operational analysis applies to all definitions. Operationism has not developed a satisfactory formulation of the effective verbal behavior of the scientist. The author considers "a few points which arise in connection with the operational definition of psychological terms." Much of the discussion is concerned with verbal responses. The main purpose of this discussion is to answer by example the question "What is a definition, operational or otherwise?" The psychologist must turn to "the contingencies of reinforcement which account for the functional relation between a term, as a verbal response, and a given stimulus. This is the 'operational basis' for his use of terms; and it is not logic but science."—*M. A. Tinker* (Minnesota).

35. Sloane, E. H. Reductionism. *Psychol. Rev.*, 1945, 52, 214-223.—The two fundamental principles underlying theories formulated by modern scientists (including psychologists) are the principle of the whole and the principle of levels. If the thinkers who accept these two principles are right, then those who do not observe them are guilty of a number of errors or fallacies in interpretation of data. All these are subtypes of a general fallacy which the author terms *reductionism*. This is defined as "the attempt to explain a complex interrelated whole in terms of its simpler elements or parts or in terms of elements belonging to a lower level of phenomena." Forms taken by reductionism are listed as fallacy of isolation, of mathematical summation, of constants, of origin, of metaphor or analogy, and of models. "Psychologists and social scientists have been most guilty of reductionism." It is hoped that the fetish of number and measure among psychologists will grow weaker and that they will eventually achieve a true science of the mind.—*M. A. Tinker* (Minnesota).

36. Thurstone, L. L. A multiple group method of factoring the correlation matrix. *Psychometrika*, 1945, 10, 73-78.—There are a number of methods of factoring the correlation matrix which require the calculation of a table of residual correlations after each factor has been extracted. This is perhaps the most laborious part of factoring. The method to be described here avoids the computation of residuals after each factor has been computed. Since the method turns on the selection of a set of constellations or clusters of test vectors, it will be called a *multiple group method of factoring*. The method can be used for extracting one factor at a time if that is desired but it will be considered here for the more interesting case in which a number of constellations are selected from the correlation matrix at the start. The result of this method of factoring is a factor matrix  $F$  which satisfies the fundamental relation  $FF' = R$ .—(Courtesy *Psychometrika*.)

37. [West, O.] Principles of medical ethics; American Medical Association. *J. clin. Psychol.*, 1945, 1, 336-342.—*L. B. Heathers* (Washington).

[See also abstracts 320, 339.]

## NERVOUS SYSTEM

38. Garol, H. W., & Bucy, P. C. Suppression of motor response in man. *Arch. Neurol. Psychiat.*, Chicago, 1944, 51, 528-532.—By means of electrical stimulation of the human cortex, suppression of motor response was elicited in the human being, similar to the suppression of motor response previously found by others in the monkey and chimpanzee. The area of the cortex involved "lies just anterior to the precentral gyrus and inferior to the posterior part of the superior frontal sulcus." A discussion of the findings of this experiment in relation to similar studies on animals is included.—*K. S. Wagoner* (Tufts).

39. Hertz, H. Relation between fibre diameter and action potential of single nerve fibres. *J. Physiol.*, 1945, 104, 1P.—Abstract.

40. Keller, A. D. Generalized atonia and profound dysreflexia following transection of the brain stem through the cephalic pons. *J. Neurophysiol.*, 1945, 8, 275-288.

41. Lennox, W. G., Gibbs, E. L., & Gibbs, F. A. The brain-wave pattern, an hereditary trait; evidence from 74 "normal" pairs of twins. *J. Hered.*, 1945, 36, 233-243.—Among 55 monozygotic twins, electroencephalographic tracings were judged to be identical in 85%, nonidentical in 4%, and in doubt in 11% of the records. Among 19 dizygotic twins (including a triplet), tracings were found unlike in 95% and alike in 5%. Among the total of 74 twins examined, the results of the brain-wave test agreed with standard physical criteria as to identity for 88%, disagreed for 4%, and were in doubt for 8%. Results indicate that brain-wave pattern is hereditary and that the encephalogram can be used in human genetic studies and in tracing the heredity of neuropsychiatric diseases associated with cerebral dysrhythmia, provided that acquired conditions have not modified the brain-wave pattern and that test conditions are standard, apparatus dependable, and record-readers experienced. Ten figures of brain-wave paired tracings and one table accompany the article.—*G. C. Schwesinger* (War Relocation Authority).

42. McCulloch, W. S., & Bonin, G. v. Functional organization of the medial surface of the primate cortex. *Arch. Neurol. Psychiat.*, Chicago, 1944, 52, 81.—Abstract.

43. Putnam, T. J., & Hofer, P. F. A. Physiologic and clinical aspects of the electroencephalogram. *Arch. Neurol. Psychiat.*, Chicago, 1944, 51, 581-582.—Abstract.

44. Rushton, W. A. H. Motor response from giant fibres in the earthworm. *Nature, Lond.*, 1945, 156, 109.

45. Silverman, D. The EEG of criminals. *Arch. Neurol. Psychiat.*, Chicago, 1944, 52, 38-42.—Data



are presented on the electroencephalograms of 411 prisoners, consisting of "normal," psychotic and psychopathic, and offenders with organic disease. The author suggests that "the most significant observation was the high percentage (75) of borderline and abnormal patterns among the psychopathic criminals." The data further indicate that the electroencephalograms for normal criminals are not greatly different from normal civilian controls if psychopathic criminals are excluded from the normal criminal group. The author concludes that the electroencephalograph is important in studying the psychopath but not of importance in studying the normal criminal.—K. S. Wagoner (Tufts).

46. Stern, A. The pathology of the visual pathways from a neurological viewpoint. *Acta med. Orient., Jerusalem*, 1945, 4, 139-143.

47. Sugar, O. Electroencephalogram in syncopal reactions: collapse at 18,000 feet simulated altitude in the low pressure chamber. *War Med., Chicago*, 1945, 8, 9-13.—Sixty-four cadets were chosen at random from the 2.5% suffering neurocirculatory collapse with unconsciousness and in some cases convulsive movements at 18,000 ft., and from 20 normal controls. Abnormal EEG's were obtained from 20.8-22.8% of the former and from 15% of the controls. Only one record suggested petit mal. The others were considered abnormal because of nonpathognomonic slow-wave activity (6-7 per sec.). This syncopal reaction probably represents a psychosomatic disorder. Persons under emotional stress are liable to react poorly to reduction in oxygen pressure, since the mechanisms involved in the two states are similar (sympathetic nervous system). Motivation is of considerable importance in processing cadets through pressure chambers because the men look on it as a test.—M. E. Morse (Baltimore, Md.).

48. Walker, A. E., Woolf, J. L., Halstead, W. C., & Case, T. J. Photic driving. *Arch. Neurol. Psychiat., Chicago*, 1944, 52, 117-125.—"Modification of the spontaneous electrical activity of the cerebral cortex of cat, dog, monkey and man may be produced by intermittent photic stimulation of the retina, so that the electroencephalogram obtained from the occipital cortex may take on a frequency synchronous with that of the flicker. The effect is augmented by increasing the intensity of the luminous flux, with a maximum at approximately 80 foot-candles. The driving is more pronounced when the photic stimulus is at the blue end of the spectrum than when it is at the red end. The cortex of the macaque monkey may be made to follow a flicker with a frequency of 34 per second, but the optic nerve and the lateral geniculate body will follow frequencies of 62 and 59 cycles per second respectively. Lesions of the visual pathways impair photic driving."—K. S. Wagoner (Tufts).

49. Weiss, P., Edds, M. V., Jr., & Cavanaugh, M. The effect of terminal connections on the caliber of nerve fibers. *Anal. Rec.*, 1945, 92, 215-233.

[See also abstracts 16, 86, 87, 89, 104.]

## RECEPTIVE AND PERCEPTUAL PROCESSES

50. Aubry, M., & Oumikov, S. L'action nocive du bruit sur l'organe auditif; fatigue, adaptation auditive et traumatisme sonore. (Noxious action of noise on the auditory organ; fatigue, auditory adaptation and sound traumatism.) *Ann. Otolaryng.*, 1944-1945, No. 9, 235-239.

51. Bischler, V. La vision binoculaire dans l'aphakie. (Binocular vision in aphakia.) *Schweiz. med. Wschr.*, 1945, 75, 590.

52. Brown, H. C. The relation of flicker to stimulus area in peripheral vision. *Arch. Psychol., N. Y.*, 1945, No. 298. Pp. 61.—This study examined the validity of the Granit-Harper law for outer peripheral vision under the conditions imposed by a Talbot level surround. Fusion frequency was investigated as a function of stimulus area at four retinal locations (25°, 50°, 70° and 90°), with flash intensity and surround illumination held constant at a low photopic level. By means of masks, size of circular stimuli was varied from .39° to 13.6° visual angle. Critical flicker frequency was defined in terms of flicker-fusion probability. The maximum range of the law's validity (13.6° visual angle at 50° peripheral angle) considerably exceeds the 6° visual-angle limit at 10° as determined by Granit and Harper. In an exploration of vacillation of response, flash rates within the range were specifically examined by several methods. This led to the determination of an absolute flicker frequency function, relating the lower flash-rate range of vacillation to log stimulus area. The author discusses the physiological implications of his data.—C. E. Buxton (Iowa).

53. Causse, R. Remarques sur deux cas de tympan artificiel (étude audiométrique). (Remarks on two cases of artificial tympanum; audiometric study.) *Ann. Otolaryng.*, 1944-1945, No. 9, 185-191.

54. Dunlap, K. "Color blindness" and its therapy. *Optom. Wkly*, 1945, 36, 861-862.—Brief case reports are given of 14 individuals treated with vitamin A and cobra venom for parachromatopsia (partial color blindness, or, more accurately, inability to distinguish colors because of alterations in the hues as seen). The author points out that the belief that color blindness is a sex-linked Mendelian trait is erroneous. (See also 19: 2121.)—D. J. Shaad (Kansas City, Kans.).

55. Frings, H. The reception of mechanical and thermal stimuli by caterpillars. *J. exp. Zool.*, 1945, 99, 115-140.—The purpose of this study was to determine in caterpillars the relationship between body-hairs and tactile sensitivity, the possible existence of pressure reception separate from tactile, the possibility of separate heat and cold receptors, and the possible reception of noxious stimuli. Seven species (1-32 specimens of each) were stimulated by mechanical and thermal stimuli in noninjurious and injurious ranges, and the responses are described. Responses to touch were different from those to pressure. It is concluded that the hairs on the body-walls are the receptors for tactile stimuli whereas the subepidermal nerve-net or the campaniform sensillae are the re-

ceptors for pressure. Three species reacted to temperatures above body temperature and two species to temperatures both above and below body temperatures; the receptors for thermal stimuli were not definitely located. All species reacted more vigorously to injurious mechanical and thermal stimulation, and the term "nociception" (after Sherrington) is proposed to describe the receptive process involved. "Reception of and reactions to noxious stimuli must be clearly differentiated from perception of pain, the latter involving psychic adjuncts which are of questionable occurrence in lower organisms."—*L. C. Mead (Tufts)*.

56. Fry, G. A., Treleaven, C. L., & Baxter, R. C. Specification of the direction of regard. *Amer. J. Optom.*, 1945, 22, 351-360.—This special report of the American Academy of Optometry Committee on Nomenclature and Standards provides definitions and brief discussion of various concepts. Terms defined are: pupillary axis, entrance pupil, point of fixation, line of sight, center of rotation, base line, plane of regard, face plane, primary position of the plane of regard, straight forward position of the line of sight, median sagittal plane of the head, erect position of the head, hyper-eye, and differential protrusion of the two eyes. Direction of regard can be specified in terms of angles of elevation and azimuth, of latitude and longitude, or in terms of eccentricity as measured, for instance, on the perimeter.—*M. R. Stoll (Amer. Opt. Co.)*.

57. Granit, R. Isolation of the mammalian colour receptors with micro-electrodes. *Nature, Lond.*, 1945, 155, 711-713.—Micro-electrode recordings of optic nerve impulses in decerebrated cats whose retinæ had been selectively adapted to red, blue, or green light gave additional evidence of the presence of modulators ("narrow bands of sensitivity located in three preferential regions of the spectrum") and a dominator ("a broad band with maximum at 0.560  $\mu$ , and a distribution of sensitivity corresponding to the human photopic luminosity curve") in the mammalian eye. "The narrow red modulators were of two types with maxima at 0.600  $\mu$  (red) and 0.580  $\mu$  (yellow) respectively, the former type more common. Most green modulators overlapped and had maxima at 0.540  $\mu$ , some at 0.520  $\mu$ , and two of them were of the type previously described as narrow visual purple curves. . . . Most blue modulators had their maxima at 0.460  $\mu$  (blue), one at 0.440  $\mu$  (violet). . . . In addition, many of these modulators form fixed groups responding as functional units with the dominator distribution of sensitivity." These findings are discussed in relation to the trichromatic theory of color vision and to color blindness. A full account of this work will be published in the *Journal of Neurophysiology*.—*A. C. Hoffman (Tufts)*.

58. Hallpike, C. S. Otologic research in Britain; notes on its progress. *Arch. Otolaryng.*, Chicago, 1945, 42, 91.

59. Hardy, A. C. Illuminating and viewing conditions for spectrophotometry and colorimetry. *J. opt. Soc. Amer.*, 1945, 35, 289-292.—Specifications for the spectral reflectance of a surface should be accom-

panied by a statement of the geometrical arrangement of the illumination and the observer. The use of an integrating sphere is recommended in which substantially normal illumination and an efficient form of diffuse observation are secured. This mode of colorimetry is of particular value in comparisons of two samples having very different surface characteristics.—*L. A. Riggs (Brown)*.

60. Hardy, L. H., Rand, G., & Rittler, M. C. Tests for the detection and analysis of color blindness. II. The Ishihara Test: comparison of editions. *J. opt. Soc. Amer.*, 1945, 35, 350-356.—The 7th and 9th (British reprint) editions of the Ishihara test are similar in performance to the 5th edition, whose value for the detection of color blindness was the subject of a previous paper (see 19: 3281). The American Optical Company's reproduction of some of the Ishihara plates does not satisfactorily distinguish color-defective from normal individuals.—*L. A. Riggs (Brown)*.

61. Hartridge, H. The colour of small objects. *J. Physiol.*, 1945, 104, 2P.—Abstract.

62. Huang, I. The size-weight illusion in relation to the perceptual constancies. *J. gen. Psychol.*, 1945, 33, 43-63.—The phenomenon that, of two objects equal in weight but different in size, the larger appears lighter when lifted has long been known as the size-weight illusion. The classical explanation of Müller and Schumann must now be adjusted to recent rival theories advanced by Usnadze and Thouless which bring the phenomenon in line with the perceptual "constancies," i.e., the weight illusion is really a weight inconstancy. Huang reports a series of minor experiments, all of which support the newer interpretation of the effect, particularly in showing that it is dependent on actual sensory data rather than on ideational, intellectual attitudes. 32-item bibliography.—*G. W. Hartmann (Teachers College, Columbia)*.

63. Huang, I. The size-weight illusion and the "weight-density illusion." *J. gen. Psychol.*, 1945, 33, 65-84.—Thouless has suggested that the disturbing factor in the size-weight illusion is the relative density of the objects compared, and Usnadze has shown that there is a volume illusion based on the reverse process whereby weight affects apparent size. Huang now asks whether there is a measurable "sense" of density and if it is influenced by the absolute weight of the object. Using the method of limits, he had 40 subjects judge density alone, disregarding weight. His data show that the experience of density is influenced by absolute weight. The phenomenal reality of density is indisputable; in some Chinese dialects, there are different expressions for heaviness which correspond to the distinction between weight and density. Observers tended to be either weight-minded or density-minded.—*G. W. Hartmann (Teachers College, Columbia)*.

64. Hyslop, G. H. Rapid head movement test of equilibratory functions. *Arch. Neurol. Psychiat.*, Chicago, 1944, 52, 140-143.—The author describes a new test of a clinical type which he devised to test equilibratory function. The examiner rotates the head of the patient about 60° to right and left and in



different planes, in a manner described by the author, and notes any abnormal reactions on the part of the patient. The test requires no apparatus, is easily performed, and "is useful in the examination of patients who may have a structural or physiologic defect producing a lowered threshold or heightened irritability of the central or peripheral vestibular and equilibratory pathways."—K. S. Wagoner (Tufts).

65. Knox, G. W. Investigations of flicker and fusion: I. The effect of practice, under the influence of various attitudes, on the CFF. *J. gen. Psychol.*, 1945, 33, 121-129.—Critical readings in series were averaged under four conditions: (1) no artificial pupil and an increasing speed of flash frequency; (2) no artificial pupil and a decreasing flash frequency; (3) an artificial pupil and an increasing flash frequency; and (4) an artificial pupil and a decreasing flash frequency. Flicker is a more dynamic experience than fusion. The CFF is slightly higher when the subject is set for flicker and lower when set for fusion. Experiential inertia appears, for that which is already present to the observer (i.e., either flicker or fusion) tends to remain and to resist change into the other of the two experiences.—G. W. Hartmann (Teachers College, Columbia).

66. Knox, G. W. Investigations of flicker and fusion: II. The effect of the stimulus pattern on the CFF. *J. gen. Psychol.*, 1945, 33, 131-137.—Hartmann's early studies indicate that experiential temporal homogeneity is synonymous with fusion, while experiential temporal heterogeneity is equivalent to flicker. The influence of behavioral shape upon these phenomena was studied with 9 figures, forming a gradient of stability, simplicity, and symmetry from a circle, hexagon, square, rectangle to an amoeboid-looking figure. Average CFF readings made against a background of these dynamically varied fields showed no consistent relationship to their special organization; but these results are not considered inconsistent with Hartmann's because the latter used reversible figure-ground patterns involving oculomotor adjustments, since two perceptual shapes were there related to one geographical object.—G. W. Hartmann (Teachers College, Columbia).

67. Knox, G. W. Investigations of flicker and fusion: III. The effect of auditory stimulation on the visual CFF. *J. gen. Psychol.*, 1945, 33, 139-143.—Visual CFF readings were taken during each of four auditory situations: (1) silence; (2) auditory fusion; (3) fine auditory flicker produced by an auditory frequency of 30 stimuli per second; and (4) coarse auditory flicker (15 per second). A partial confirmation of von Schiller's cross-receptor induction effects was made. In this study, auditory flicker could not create visual flicker, but visual flicker already present could be made more pronounced by auditory flicker. In terms of behavioral inertia, greater force is necessary to change one experiential state to another (i.e., fusion to flicker) than to vary the degree of a certain experiential state already existing.—G. W. Hartmann (Teachers College, Columbia).

68. Knox, G. W. Investigations of flicker and fusion: IV. The effect of auditory flicker on the pro-

nouncedness of visual flicker. *J. gen. Psychol.*, 1945, 33, 145-154.—In this "mental set" variant of the experimental series, one subject was instructed to concentrate his attention upon the visual stimulus throughout the experiment, another was to concentrate upon the auditory stimulus, and a third was given no instruction in regard to the direction of his attention. With both fine and coarse flicker (visual), the curve of greatest slope represented the data of the subject who concentrated on the auditory stimulus, while the curve of the least slope came from the one who concentrated on the visual stimulus, with the neutral subject's curve intermediate. Changes in the visual flash frequency and the intermittent auditory frequency could be so made that simultaneous application of both opposing effects could neutralize each other. The author postulates that one cortical oscillation (correlated with auditory flicker) tends to force another cortical oscillation (correlated with visual flicker) to keep in step with it in regard to the rate and amplitude of oscillation.—G. W. Hartmann (Teachers College, Columbia).

69. Koch, W. A new instrument for dark adaptation tests. *Brit. J. Ophthalmol.*, 1945, 29, 234-243.—This instrument is simpler than previous ones, relatively cheap and easy to construct. It appears reasonably reliable. Detailed description of the apparatus, directions for its use, and a curve derived from 50 children are given. After calibration of the instrument, measurement of dark adaptation of 352 children yielded a mean final threshold of 2.5 log units of millimicrolamberts with an SD of 0.161.—M. A. Tinker (Minnesota).

70. Koester, T. The time error and sensitivity in pitch and loudness discrimination as a function of time interval and stimulus level. *Arch. Psychol.*, N. Y., 1945, No. 297. Pp. 69.—The hypothesis was that, if true time-errors are the result of some fading process, time-errors in judgments of qualities should differ from those for intensities. The effects of time and stimulus level upon impressions of pitch and loudness were therefore determined under a variety of experimental conditions. Precision devices were used for producing the stimuli, timing them, and for signaling between O and E. (1) Constant errors in pitch, whether stimuli are presented singly or in pairs, are negligible in amount and show no systematic change in size or direction with time interval changes from 0 to 15 sec. (2) Constant errors for loudness judgments are somewhat larger than those for pitch but do not relate, in size or direction, to length of interval. (3) Most of the significant constant errors vary in their direction with changing level of stimulation, being more apparent for loudness than for pitch level. Such findings argue against the fading-trace theory of time errors. Stimulus level, type of impression, amount of practice and procedure are more likely to be involved than is the time factor. Further data are reported on sensitivity (accuracy, variability) as a function of the experimental variables.—C. E. Buxton (Iowa).

71. Lisman, J. V. Defects in the visual field produced by hyaline bodies in the optic disks. *Arch.*

*Ophthalm.*, Chicago, 1945, 33, 317-318.—In a letter to the editor commenting on Rucker's paper of this title (see 19: 2147), Lisman points out the similarity of the field defects to those found in glaucoma and suggests that they are typical of any lesion at the nerve head. He suggests that the evidence may be interpreted as indicating that fibers at the center of the disk represent the retinal periphery. In answer to this comment, Rucker points out that hyaline bodies are irregularly distributed in the nerve head; so he does not see how the data can contribute to understanding of retinal fiber distribution at the nerve head.—*M. R. Stoll* (Amer. Opt. Co.).

72. Lurie, M. H. Deafness; its causes and what can be done about it. *Arch. Otolaryng.*, Chicago, 1945, 42, 144-146.

73. MacAdam, D. L. Design of a printed spectrum. *J. opt. Soc. Amer.*, 1945, 35, 293-296.—A description is given of procedures used in printing reproductions of the solar spectrum and the I.C.I. chromaticity diagram in the July 3, 1944 issue of the magazine *Life*.—*L. A. Riggs* (Brown).

74. Pollak, H. Observations on the effect of riboflavin on the oral lesion and dysphagia, and of riboflavin and brewer's yeast on dark adaptation in a case of so-called Plummer-Vinson syndrome. *Brit. J. Ophthalm.*, 1945, 29, 288-299.—The angular stomatitis and dysphagia cleared up rapidly by treatment with riboflavin. When the blood picture was normal, 6 months later, a marked impairment in dark adaptation was found. Although treatment with riboflavin produced only slight improvement, the feeding of about 20 grams of brewer's yeast daily for 4 months brought the dark adaptation gradually back to normal.—*M. A. Tinker* (Minnesota).

75. Riggs, L. A., & Graham, C. H. Effects due to variations in light intensity on the excitability cycle of the single visual sense cell. *J. cell. comp. Physiol.*, 1945, 26, 1-13.—The response of a single visual end organ (in the horseshoe crab, *Limulus*) to a single flash of light varies according to the level of illumination to which the receptor has previously become adapted. When a short flash of light (0.01 sec. in duration) is added to the adapting intensity, the added response which is initiated is affected by several factors. As time since the last preceding impulse increases, the intensity of the flash necessary to evoke a single additional impulse decreases. At constant adapting illumination, increasing intensities of the stimulus flash elicits increase in the frequency of impulses produced. "Results of the experiment are interpreted to mean that the rate of development of excitation underlying the added response increases with an increase in the background level of excitation due to the adapting illumination."—*F. A. Beach* (Amer. Mus. Nat. Hist.).

76. Stavrianos, B. K. The relation of shape perception to explicit judgments of inclination. *Arch. Psychol.*, N. Y., 1945, No. 296. Pp. 94.—The standard stimulus (cardboard rectangle or ellipse) was presented at various tilts in a special box; it was supported from behind, so as to reduce orientation cues. In a similar nearby box was the variable stimulus,

which the observer could adjust to indicate his judgment of the tilt of the standard stimulus. A third box utilized a projector system, mask and milk-glass screen. By adjusting the tilt of the mask, O could make a frontal-parallel stimulus appear to be of the same shape as the standard, though of different size. The tilt judgment was always made before the shape judgment. Three sizes of rectangle and two of ellipse were used in the 3 preliminary and 3 main experiments; empirical corrections for the influence of the vertical-horizontal factor and a size factor were derived and applied. In general there was no evidence for a precise relation between shape perception and judged inclination, although in a monocular condition an approximate relation was found for some Os. The factor of attitude may underlie these results. Under extreme cue reduction for the standard stimulus, shape and tilt may show an approximate relation; "... further experiments are required in which explicit judgments of inclination and shape are made with approximately the same attitude and conditions as the 'implicit registration' of tilt and shape."—*C. E. Buxton* (Iowa).

77. Taylor, H. M. Traumatic deafness; problems of prevention. *Trans. Amer. otol. Soc.*, 1944, 33, 186-201.

78. Tron, E. Posterior principal plane of the optical system of the eye and significance for refraction. *Arch. Ophthalm.*, Chicago, 1945, 34, 107-111.—High positive correlations were found between the distance of the posterior principal plane and refractive power of the total eye and of the lens. The position of the posterior plane does not vary with the refractive error, however, for this is dependent on the relative positions of the posterior focus and the retina.—*M. R. Stoll* (Amer. Opt. Co.).

[See also abstracts 21, 46, 48, 79, 123, 307, 317, 330.]

## LEARNING, CONDITIONING, INTELLIGENCE

(incl. Attention, Thought)

79. Cook, T. W. Repetition and learning. II. Perception. *Psychol. Rev.*, 1945, 52, 187-198.—This is the second paper of a series on repetition and learning (see 18: 1653). The author proposes to examine those processes most directly dependent upon the stimuli. Critical discussion is centered about laboratory experiments in sensation and perception, perceptual problem solving, and sign-learning. Emphasis is placed upon the contributions of Gestalt psychology.—*M. A. Tinker* (Minnesota).

80. Cruchet, R. Perturbaciones de la memoria. (Memory disturbances.) In *Mouchet, E., Temas actuales de psicología normal y patológica*. Buenos Aires: Editorial Médico-Quirúrgica, 1945. Pp. 189-212.—Amnesia is still regarded more as a philosophical than as a medical problem. Hypermnnesia, which is of great psychological interest, has never been adequately investigated in its various relationships with other mental functions. Hypomnesias are



transitory or final. The former have a more or less traceable etiology; the latter, generally speaking, seem to be lesional in nature and often related to mental deficiency.—*H. D. Spoerl* (Jeffersonville, Vt.).

81. Harlow, H. F. Studies in discrimination learning in monkeys: V. Initial performance by experimentally naive monkeys on stimulus-object and pattern discriminations. *J. gen. Psychol.*, 1945, 33, 3-10.—Twelve experimentally naive monkeys (9 rhesus and 3 bonnet macaques) were tested on 12 pairs of discrimination stimuli (e.g., positive = green wedge with two wide magenta stripes; negative = white wedge with one wide magenta stripe). The data offer presumptive but not conclusive evidence that these animals can immediately discriminate between stimulus-objects but cannot immediately discriminate patterns. The results "cannot be explained on the basis of pre-established habits and indicate the ready ability of monkeys to respond solely on the basis of differences in the physical qualities of objects and to avoid position cues. . . . The insightful type of learning cannot be denied." (See 18: 2388, 2389; 19: 2163, 2164.)—*G. W. Hartmann* (Teachers College, Columbia).

82. Heidbreder, E. The attainment of concepts—a psychological interpretation. *Trans. N. Y. Acad. Sci.*, 1945, 7, 171-188.—The perception of concrete objects, the cognitive correlate of manipulatory behavior, is the dominant mode of cognition in human beings. Conceptual reactions, the cognitive correlates of symbolic behavior, are extensions of the perception of concrete objects. In each, the organism is provided with units suitable to its characteristic mode of operating on the environment. Readiness to form concepts is "correlated with the closeness of their relevance to the perceptual function of organizing the environment in a manner suitable to the reactive capacities of human organisms." The application of this hypothesis to experimental data is illustrated.—*F. W. Finger* (Virginia).

83. Hill, T. L., & Hill, L. E. Contribution to the theory of discrimination learning. *Bull. math. Biophys.*, 1945, 7, 107-114.—In the first two sections, which deal, respectively, with simple and double (or successive) discrimination, a comparison is made between the theory presented and certain experiments on time discrimination. Section III sets forth a possible theoretical approach to multiple choice discrimination.—(Courtesy *Bull. math. Biophys.*).

84. Jones, F. N., & Kerr, J. A comparison of the elimination of shock-right and shock-wrong blinds in a finger maze. *J. gen. Psychol.*, 1945, 33, 111-119.—Electric shock may act as a signal, a punishment, or as a general motivator, depending upon the manner in which it is introduced into the situation and the attitude of the subject toward it. In this experiment, every choice was made a shock choice, half being given in the cul, and the other half in the correct alley, thus balancing the punishing and signalling aspects. A mirror-image of the Husband 10-unit finger maze was used with the shock kept at an "unpleasant" level. The data show that the chances

are 9 in 10 that the shock-wrong choices or blinds will be more rapidly eliminated than the shock-right ones.—*G. W. Hartmann* (Teachers College, Columbia).

85. Rapp, A. The experimental background of the problem of learning. *Classical J.*, 1945, 40, 467-480.—This article is an historical survey and critical re-statement of the theories, experiments, and practices pertinent to the "transfer of training" controversy. "The tests show everything from interference (negative transfer) to no transfer, little transfer, appreciable transfer, and considerable transfer. . . . Can the mind as a whole be strengthened? Nobody knows that it can; nobody knows that it cannot." But attitudes and methods developed in one course may transfer to other situations, provided such situations are similar and the learner has been trained to recognize them as such. Upper-level integrations differ from lower-level ones both structurally and functionally. The admitted facts about transfer give aid and comfort to the classics, provided certain conditions about teaching them efficiently are met.—*G. W. Hartmann* (Teachers College, Columbia).

86. Rashevsky, N. The mathematical biophysics of some mental phenomena. *Bull. math. Biophys.*, 1945, 7, 115-131.—Some aspects of the mathematical biophysics of the central nervous system, which hitherto have not been treated, are discussed. First, a neurobiophysical mechanism for consciousness is suggested. It provides for the possibility of conscious and unconscious reactions. Next, a mechanism of memory, both on the conscious and subconscious level, is suggested. The gradual forgetting of remote events is ascribed to the inhibition of older memory traces by the more recent ones. On the average, an exponential decay of memory with time is thus obtained, although memory for unusually strong experiences follows a somewhat different law of decay. A homeostatic mechanism is then considered which regulates the level of accumulated excitation or inhibition. Such a mechanism, under certain disturbing conditions, will result in periodical fluctuations of the total cortical excitation with periods varying within a very wide range. Finally, a mechanism for foresight and desire of future events is suggested. The latter provides for the possibility of the formation of subconscious reactions and habits, which may be abolished by bringing them into consciousness.—(Courtesy *Bull. math. Biophys.*).

87. Rashevsky, N. Mathematical biophysics of abstraction and logical thinking. *Bull. math. Biophys.*, 1945, 7, 133-148.—Developing further a recent suggestion of H. D. Landahl (see 19: 2458), equations are derived which give the probability for an individual to judge two stimulus patterns as similar or dissimilar. The possibility of experimental verification of those equations is discussed. Next, a mechanism is described which provided for abstraction by responding only to "essential" components of a stimulus pattern. Equations, verifiable in principle experimentally, are derived. Finally, a mechanism is suggested for logical inferences, and equations are derived which give the probability of making an error in a reasoning consisting of a chain of syllogisms, as

well as the probability of being unable to complete the chain of reasoning at all.—(Courtesy *Bull. math. Biophys.*).

88. Rethlingshafer, D. An interpretation of studies using extraneous stimuli in learning. *Psychol. Rev.*, 1945, 52, 207-213.—The purpose of this paper is to illustrate how the different influences of two extraneous stimuli, such as a bell and a shock, may be working together or in opposite directions in a specific learning situation (the punch-board maze) for human adults. Five possible effects of bell and shock are considered: (1) They may emphasize a response whether right or wrong. (2) They may be followed by avoidance responses (subjects motivated to escape). (3) The extraneous stimuli may be disrupting, arousing emotional responses and increasing errors. (4) They may increase the general alertness of subject. (5) They may have an informational effect, decreasing errors. Although the learning motive is apparently stronger than the escape motive, it is difficult to determine when the learning goal takes precedence.—*M. A. Tinker* (Minnesota).

89. Zimmerman, F. T., & Ross, S. Effect of glutamic acid and other amino acids on maze learning in the white rat. *Arch. Neurol. Psychiat.*, Chicago, 1944, 51, 446-451.—Data are presented indicating that the administration of l-glutamic acid or a derivative, dl-pyrrolidine carboxylic acid, to white rats exerts a facilitative effect on maze learning. Experimental groups were administered respectively (1) dl-pyrrolidine carboxylic acid, (2) neutralized dl-pyrrolidine carboxylic acid, (3) naturally occurring l-glutamic acid, (4) amino acetic acid. When compared to control groups, all experimental groups except the amino acetic acid group made fewer errors, required fewer trials and less time in learning the Warner-Warden linear maze than the control groups. The results are discussed in relation to the effects of glutamic acid on brain metabolism.—*K. S. Wagoner* (Tufts).

[See also abstracts 101, 144, 348.]

## MOTOR AND GLANDULAR RESPONSES

(incl. Emotion, Sleep)

90. Alwall, N. [Frequency and duration of the subjective and secondary effects of benzedrine and pervitin on intensely fatigued persons.] *Acta med. scand.*, 1943, 114, 6-32.—[Abstracted review; original not seen.] Seven hundred soldiers, CA 20 to 22, were fatigued by 3 nights' prolonged exertion with little intervening sleep in the day. Some were given dummy tablets, the others tablets with 20 or 30 mgm of benzedrine or 18 mgm of pervitin on the last morning of the experiment. Benzedrine and pervitin both reduced or eliminated the subjective fatigued appearance and improved the spirits of the men. Infrequent secondary effects were transitory.—*W. L. Wilkins* (U. S. Naval Reserve).

91. Alwall, N. [The action of benzedrine and pervitin on the physical and mental ability of intensely fatigued men.] *Acta med. scand.*, 1943, 114,

33-58.—[Abstracted review; original not seen.] Benzedrine and pervitin improved the ability of 1400 soldiers fatigued by 3 nights' prolonged marching. Ability to do the Bourdon test and mathematical calculations was improved, but variations in results prevented conclusions as to optimal dosages.—*W. L. Wilkins* (U. S. Naval Reserve).

92. Blumenfeld, W. Las modalidades de la risa. (The modalities of laughter.) In *Mouchet, E., Temas actuales de psicología normal y patológica*. Buenos Aires: Editorial Médico-Quirúrgica, 1945. Pp. 87-153.—Apart from original manifestations of laughter in early childhood (related and unrelated to an object), it is evoked usually in valuational situations, chiefly social. Here there may be a preponderance of positive or of negative self-valuation (sympathy, the comic, grief, affection, shame); there are also "non-authentic" valuations, as in *précieuse* conduct. "The laugh is the consequence of a satisfactory resolution of some psychical tension. . . . The modality of the laugh depends not only on the initial magnitude of the resultant tension at a given moment, but also on that which is kept in the depths, and on the temporal gradient of discharge of the initial tension." A scheme of modalities and an extensive bibliography are appended.—*H. D. Spoerl* (Jeffersonville, Vt.).

93. Christensen, B. C. Studies on the effort syndrome; the patients' capacity for work and the variations in the arterial pressures and pulse rate during muscular work compared with the conditions found in normals. *Acta med. scand.*, 1945, 121, 194-216.

94. Dalsgaard-Nielsen, T. Grasp reflex. *Acta psychiat.*, Kbh., 1944, 19, 453-467.

95. Gellhorn, E., & Thompson, M. B. The influence of excitation of muscle pain receptors on reflexes of the decerebrate cat. *Amer. J. Physiol.*, 1945, 144, 259-269.

96. Goldberg, L. [Quantitative studies on alcohol tolerance in man. Influence of ethyl alcohol on the sensory, motor, and psychological functions in relation to the blood alcohol in normal and habituated persons.] *Acta physiol. scand.*, 1943, 5, Suppl. 16, 7-128.—[Abstracted review; original not seen.] Experiments on 11 total abstainers, 24 moderate, and 14 heavy drinkers show a linear relation for each individual between symptoms and blood alcohol content. Symptoms of intoxication appear at a blood alcoholic level of 0.036% and 0.075%, the results showing individual differences in blood alcoholic level and toxic effect. Disappearance of symptoms occurs at the same blood alcoholic levels, whether food is taken or not. With the same consumption, the abstainers show the strongest effects. Alcoholic habituation is a matter of increased tolerance due to a rise in the blood alcoholic threshold of symptoms.—*W. L. Wilkins* (U. S. Naval Reserve).

97. Graybiel, A. Disorientation in pilots. *Contact, Pensacola*, 1945, 5, 412-425.—"The problem of disorientation in pilots, considered in its broadest meaning, embraces most of the aspects of aviation medicine. A partial outline of possible etiologic factors is presented under three main headings, namely,



the aerial environment, the plane, and the pilot. The physiogenesis of aviator's vertigo is reviewed, and man's limited ability to cope with this form of disorientation is emphasized. Two forms of visual illusion, autokinesis and the oculo-gyral illusion, are briefly discussed and their significance in aviation is commented upon.—*A. Chapanis* (U. S. Army Air Forces).

98. Hall, A. The origin and purposes of blinking. *Brit. J. Ophthalmol.*, 1945, 29, 445-467.—Chronic encephalitics were observed to blink less than normals when in conversation or when reading. The major observations of the paper, however, are concerned with blinking of normal people. When the subjects were reading aloud, most of the blinks occurred at physical gaps in the print which required a change in the direction of fixation or at marks of punctuation where slight pauses occurred. In more than 90% of normals, there was no blink as long as fixation was maintained. The variety of blinks in man are listed, and observations on blinking of animals are cited. Suggested reasons for the blinks are: (1) for self-preservation, (2) to change the direction of fixation, and (3) to make pauses in the act of reading aloud.—*M. A. Tinker* (Minnesota).

99. Jasper, H. H., & Cipriani, A. J. Physiological studies on animals subjected to positive G. *J. Physiol.*, 1945, 104, 6P.

100. Jones, H. E. Seasonal variations in growth. *Psychol. Bull.*, 1945, 42, 537.—Abstract.

101. Litwinski, L. Hatred and forgetting. *J. gen. Psychol.*, 1945, 33, 85-109.—It has long been recognized that physiognomic hate-expressions are hard to detect. Ribot held that pessimists are worse haters and more tenacious in their hatreds than optimists. Lasting hatred is really an asthenic emotion. Collective hatred rests ultimately on fear. Just as a kind of de-erotizing has been at work in the consciousness of those who have loved and now love no longer, so there is an analogous state of evaporation or extinction in the case of hatred. The sentiment of generosity must supplant hatred before there can be real forgiveness. A predisposition of hatred grows up in anyone who has suffered much. Hate may serve a useful purpose in systematizing the affective life. The discussion ends with a laudatory analysis of Gandhi's techniques of resisting injustice non-violently.—*G. W. Hartmann* (Teachers College, Columbia).

102. Malespine, E. Enregistrement graphométrique de l'écriture et ses applications. (Graphometric recording of writing and its application.) *Bull. Acad. Méd. Paris*, 1945, 129, 266.

103. Myers, C. S. The comparative study of instincts. *Brit. J. Psychol.*, 1945, 36, 1-9.—The comparative study of instincts promises a fruitful harvest of fresh knowledge, inviting closer attention to both human and animal behavior. Such a study is important from the point of view of evolution, since instincts present not only an ontogenetic but also a phylogenetic problem. The evolution of certain instincts in insects is described, and their Lamarckian

modifications. What is inherited in all instincts must be describable neurologically in terms of clear-cut specific material structures, developing from particular genes in the chromosomes into equally definite neural mechanisms of response. But in man, instincts consist rather in the awareness of certain ends, in the interests and desires for them, and in innate determining tendencies, which nevertheless utilize intelligence in their achievement. Thus the inherited maternal instinct does not show any specific behavior but rather an innate inherited end and an inherited general determining tendency to protect the young in any intelligent way available.—*M. D. Vernon* (Cambridge).

104. Podolsky, E. The emotions and the cerebrum. *Dis. nerv. Syst.*, 1945, 6, 312-314.—*C. E. Henry* (U. S. Naval Reserve).

105. Young, P. T. Studies of food preference, appetite and dietary habit. V. Techniques for testing food preference and the significance of results obtained with different methods. *Comp. Psychol. Monogr.*, 1945, 19, No. 1. Pp. 58.—These are four experimental checks on the methods employed in earlier researches of this series (see 19: 933, 934, 1212, 2940). The first of the present experiments, all of which use rats, compares the preference between sugar and casein, using the foods-apart technique. Total food deprivation for 24 hours brought a preference for sugar, but such preferences were reversed under various other durations of sugar and casein deprivation or satiation. The second and third experiments compare the foods-together and foods-apart techniques, utilizing preference for purina versus water and the same or different conditions of total or partial deprivation. These experiments show that, when habituation and dietary conditions are constant, both techniques yield similar results—a finding which changes the conclusion of study III of this series, namely that these two methods reveal two different food preferences. The fourth of the present experiments varies the exposure time of foods in the foods-together technique. This experiment suggests that three independently variable factors, viz., relative palatability, location, and behavioral oscillation, play an important role in regulating ingestion. There is a theoretical discussion in which various motivational terms are defined.—*N. L. Munn* (Vanderbilt).

106. Zeman, F. D. Studies in the medical history of old age. *J. Mt Sinai Hosp. N. Y.*, 1945, 12, 833-846.

[See also abstracts 38, 40, 41, 64, 172, 211, 212, 353.]

## PSYCHOANALYSIS, DREAMS, HYPNOSIS

107. French, T. M. Ego analysis as a guide to therapy. *Psychoanal. Quart.*, 1945, 14, 336-349.—The author discusses the ego's problem in adaptation and its importance in therapy, the significance of dreams of seduction, the patient's material as a therapeutic guide, the relieving of anxiety by encouragement of resistance, and the problem of terminat-

ing analysis.—*M. H. Erickson* (Wayne County Gen. Hosp. & Infirm.).

108. Hyde, D. H. A report on some English PK trials. *Proc. Soc. psych. Res., Lond.*, 1945, 47, 293-296.—In an attempt to repeat some of the American experiments on psychokinesis, 6,480 trials were made by throwing 3 dice from a cup. No evidence of psychokinesis was found.—*B. M. Humphrey* (Duke).

109. Kanzer, M. G. The therapeutic use of dreams induced by hypnotic suggestion. *Psychoanal. Quart.*, 1945, 14, 313-335.—Report is given, with detailed discussion, of the therapeutic use of hypnosis in treating hysterical dyskinesia in a 21-year-old soldier. Dreams, induced by hypnotic suggestion, serve both to establish contact with a passive patient and to elicit clinical material and, in addition, to reveal aspects of dream psychology of theoretical and practical value in studying the unconscious.—*M. H. Erickson* (Wayne County Gen. Hosp. & Infirm.).

110. Laignel-Lavastine, —, & Neveu, P. Sur un cas d'hallucinations auditives amnésiques. (A case of auditory amnesic hallucinations.) *Ann. mbd.-psychol.*, 1942, 100, 217-220.

111. Parsons, D. Experiments on PK with inclined plane and rotating cage. *Proc. Soc. psych. Res., Lond.*, 1945, 47, 296-300.—In an experiment on psychokinesis, subjects attempted to will a certain combination of faces to fall uppermost on 6 dice which were released from the apparatus so that they tumbled down an inclined plane before coming to rest. In another experiment, 2 dice were rotated in a wire cage, and the subjects attempted to influence them to fall with specified faces uppermost. In both experiments a total of 10,268 single-die throws were made with results close to chance expectation. The author concludes that psychokinesis was not detected.—*B. M. Humphrey* (Duke).

112. Perovsky-Petrovo-Solovovo, Count. Nikolaeff: a little-known Russian physical medium. *Proc. Soc. psych. Res., Lond.*, 1945, 47, 261-266.—In 1893, the Russian Society of Experimental Psychology had a series of sittings with the physical medium, Nikolaeff. The Society's full report of the sitting of April 27 is given here for the first time in English. The conditions, the state of the experimental rooms, the searching of the medium, and other safeguards are described in addition to the raps, materializations, and luminous clouds reported by the Committee of the Society.—*B. M. Humphrey* (Duke).

113. Rank, O. Will therapy; and, Truth and reality. New York: Knopf, 1945. Pp. 304. \$3.00.—See 3: 2484; 11: 708, 729.

114. Thouless, R. H. Some experiments on PK effects in coin spinning. *Proc. Soc. psych. Res., Lond.*, 1945, 47, 277-281.—The author reports on an experiment in which he, as his own subject, spun coins on their axes and attempted to influence them mentally to fall with a designated side uppermost. On 10 successive evenings, 4,000 spins were made of which half were made with the intention that heads come up and half with the intention that tails fall

uppermost. The total number of hits were not significantly in excess of chance expectation, but certain position effects in the hit distributions gave significant results. A combination of probabilities of the various effects noted gave odds against the chance explanation of about 200 to 1.—*B. M. Humphrey* (Duke).

115. Thouless, R. H. Further remarks on some experiments on PK effects in coin spinning. *Proc. Soc. psych. Res., Lond.*, 1945, 47, 291-292.—In answer to the suggestion that the results of his coin spinning tests of psychokinesis (see 20: 114) may have been due to the inclination of the coins, Thouless shows how this possibility was taken into account in the design of the experiment. The 10 coins used were arranged so that half were lying with tails uppermost and half with heads uppermost. In the experiment these were mixed so that the author, who was his own subject, did not know which side was uppermost. As a control, he ran a series of trials in which the coins were deliberately inclined to favor a specified face. In spite of this, the results of the control were not significantly different from chance.—*B. M. Humphrey* (Duke).

116. Walters, M. J. Psychic death. *Arch. Neurol. Psychiat.*, Chicago, 1944, 52, 84.—Abstract.

117. West, D. J. A critical survey of the American PK research. *Proc. Soc. psych. Res., Lond.*, 1945, 47, 281-290.—The author reviews for the English public the experiments on psychokinesis (the hypothesis that the human mind can directly exert a measurable effect on a material system) which have been reported in the *Journal of Parapsychology* since March 1943. He surveys the evidence against biased dice and skilled throwing as well as the evidence for decline effects. The conclusion reached is that "the PK reports are not absolutely perfect, but what faults and objections there are seem to be minor and easily remedied. Without calling the experimenters liars, the case for PK does not seem to be challengeable."—*B. M. Humphrey* (Duke).

118. Wisdom, J. O. The methodology of the psycho-analytical law of mistakes. *Egypt. J. Psychol.*, 1945, 1, 134-112.—This is an extensive analysis of the psychoanalytic view of the determination of mistakes, i.e., slips of the tongue, etc. The author concludes by formulating a law of mistakes: "The mistake is a compromise-formation, which has a meaning consisting of a conflict between a conscious intention and an intention that cannot be introspected at the moment when the mistake occurs, and the meaning is a necessary and sufficient cause of the mistake." Arabic summary.—*C. N. Cofer* (U. S. Naval Reserve).

[See also abstracts 29, 30, 209, 245.]

## FUNCTIONAL DISORDERS

119. Ainlay, G. W. The place of music in military hospitals. *Etude*, 1945, 63, 433; 468; 480.—An army doctor writes with particular reference to the use of music during convalescence and the reconditioning of men with wartime injuries. The patient



groups should be small. Simple folk tunes played softly on the piano seem most acceptable at first. These folk tunes "seem to resupply, or reactivate the mother-child complex." Minor keys and accentuated rhythms should be avoided. Later, the simpler and more familiar tunes of the great masters may be employed.—*P. R. Farnsworth* (Stanford).

120. Ainsworth, L. M. Vermont studies in mental deficiency. *Amer. J. ment. Def.*, 1945, 49, 453-458.—This is a report of the manner in which the problem of mental deficiency has been studied and handled in Vermont.—*S. B. Sarason* (Southbury Training School, Conn.).

121. Ainsworth, S. Integrating theories of stuttering. *J. Speech Disorders*, 1945, 10, 205-210.—There are three principal points of view that underlie the various theories of stuttering and on the basis of which classification is possible. (1) Developmental theories, such as those of Johnson and Kenyon, eschew the notion of constitutional stigmata, emphasizing rather the importance of learning. (2) Dysphemic theories (e.g., those involving cerebral dominance) emphasize biochemical, neurological, or physiological differences from the non-stutterer. (3) Neurotic theories (Coriat, Robbins, Krausz) hold that the speech defect is a symptom of a psychoneurotic condition. A few theories appear to include elements from more than one of these basic areas.—*F. W. Finger* (Virginia).

122. Baruch, D. W. Description of a project in group therapy. *Psychol. Bull.*, 1945, 42, 538-539.—Abstract.

123. Bell, N. E., & Karnosh, L. J. The significance of sensory changes in hemiplegia. *Dis. nerv. Syst.*, 1945, 6, 307-309.—"Co-existing disturbances in skin sensation occur in approximately 76% of all hemiplegias, and in most instances such changes consist of a blunting of all qualities of sensation."—*C. E. Henry* (U. S. Naval Reserve).

124. Bergmann, M. S. Homosexuality on the Rorschach test. *Bull. Menninger Clin.*, 1945, 9, 78-83.—At an Army Psychiatric Consultation Service, Rorschach tests were given to 20 males whose homosexuality had been clinically established and who knew that the interviewer recognized them as homosexuals. "The specific characteristics of their responses were: (1) a high percentage of sex responses; (2) sex responses associated with anxiety and tension (m, CF) and opposition responses (S); (3) human movement responses implying homosexually arousing content; (4) M responses indicating revulsion against the homosexual; (5) reluctance to distinguish positively between male and female figures; (6) tendency to see one of each sex in symmetrical figures of the cards." Of those tested, only 5 failed to show any of these responses or gave them in very small quantities. The author concludes that the test is not an infallible instrument for the detection of homosexuality but one "of practical value to army psychiatrists who may be confronted either with simulators or soldiers accused of homosexuality which they deny."—*W. A. Varvel* (Texas A. & M.).

125. Birnbaum, K. The problem of the mentally deficient child in Philadelphia. *Amer. J. ment. Def.*, 1945, 49, 481-487.—This statistical study deals with children who were committed to institutions for the feeble-minded but could not be admitted for lack of adequate placing facilities. The figures are presented in terms of the "social qualities" of the group, the sex and race distribution, the delinquent vs. dependent group, the intelligence level, and actual adjustment.—*S. B. Sarason* (Southbury Training School, Conn.).

126. Bosch, G. Psicosis preseniles. (Presenile psychoses.) In Mouchet, E., *Temas actuales de psicología normal y patológica*. Buenos Aires: Editorial Médico-Quirúrgica, 1945. Pp. 155-163.—Presenile psychoses differ from presenile dementias in that the latter show definite lesions, usually vascular. The term "presenile" is better expressed by "involutional," despite danger of confusion with phenomena of the climacteric. The characteristic syndrome, which must be differentiated from manic-depressive, arteriosclerotic, demented, and neurotic conditions, includes deep depression and agitation of anxiety, sometimes with hypochondriacal ideas and reduced activity. Testicular extract has been used in treatment in men. Approach of old age complicates treatment.—*H. D. Spoerl* (Jeffersonville, Vt.).

127. Brodman, K., Mittelman, B., & Wolff, H. G. Psychologic aspects of convalescence. *J. Amer. med. Ass.*, 1945, 129, 179-187.

128. Brown, S. F. The loci of stutterings in the speech sequence. *J. Speech Disorders*, 1945, 10, 181-192.—Statistical analysis was made of 2 oral reading performances of a 1000-word selection by each of 31 stutterers. The 5,136 stutterings recorded were related to the presence or absence of 4 factors: initial phonetic value, grammatical function, position in the sentence, and word length. All but 5.3% of the stutterings could be accounted for in terms of at least one of these factors, and rank difference correlation between amount of stuttering and the degree of presence of the 4 factors was  $.99 \pm .003$ . It is suggested that these factors do not in themselves cause stuttering. Rather, they influence the speaker's evaluation of the importance of the word, and because he desires to avoid stuttering on the important word, he reacts there with caution, hesitancy, effort, conflict, etc.—*F. W. Finger* (Virginia).

129. Brown, W. Psychology and psychotherapy. (5th ed.) London: Edward Arnold & Co., 1944. Pp. vii + 223. 14s.—This book has been revised from previous editions, so that it now represents not only the author's theory and methods of psychotherapeutic practice but also his point of view, particularly in relation to Freudian theory. A chapter has been added on the control of sex, in which the author advocates complete sexual control and discusses the importance of sublimation. The latter part of the book discusses the application of psychology and psychotherapy to various social and international problems, and a chapter, re-

printed from an article in the *British Journal of Psychology* (see 18: 2163), has been added on the psychology of modern Germany. The author considers that it is the paranoid tendency of mind which is primarily responsible for so much fanatical conduct in the world. Individuals and nations should do more to eradicate this tendency through deeper self-knowledge and through sublimation of their primitive aggressiveness.—*M. D. Vernon* (Cambridge).

130. Buck, J. N. The R triplets, a study in physical similarity. *Amer. J. ment. Def.*, 1945, 49, 429-444.—The R triplets were the second multiple birth of which there is any record in either side of the family. Detailed physical, laboratory, and psychological findings are given. The psychological findings indicate the triplets to be morons. The author postulates on the basis of his data that the triplets are monozygotic. "There seems no doubt but that the incidence of mental deficiency is higher in cases of multiple birth than in those of single birth, but in most instances this deficiency seems to have been due to trauma sustained in utero or at birth."—*S. B. Sarason* (Southbury Training School, Conn.).

131. Bullen, A. K. A cross-cultural approach to the problem of stuttering. *Child Developm.*, 1945, 16, 1-88.—A new perspective on the problem of stuttering has been sought by using the anthropological, sociological, and psychological approaches in examining data on stuttering in three areas with alien cultures and within our own culture. The author has also introduced specific data collected on 16 cases of stutterers in a boys' boarding school with three control groups of 10 cases each. The material has been analyzed from the medical, psychological, sociological, and anthropological (physical and social) points of view. 33-item bibliography.—*L. Long* (City College of New York).

132. Butler, F. O. A quarter of a century's experience in sterilization of mental defectives in California. *Amer. J. ment. Def.*, 1945, 49, 508-513.—The results of the sterilization of 4,310 patients between 1919-1943 are given in terms of reasons for commitment; surgical procedure; deaths related to sterilization; age range; IQ; length of stay in institution; number of epileptics, mongolians, defective and psychopathic delinquents sterilized; and status, marriages, and pregnancies previous to sterilization. The author concludes that the California program has been a social and financial success.—*S. B. Sarason* (Southbury Training School, Conn.).

133. Campbell, C. H. A brief critique of psychosomatics. *Ohio St. med. J.*, 1945, 41, 805-809.

134. Combs, A. W. Follow-up of a counseling case treated by the non-directive method. *J. clin. Psychol.*, 1945, 1, 147-154.—The Bernreuter Inventory was given to a student before and after the use of nondirective therapy. There was an interval of a year between the two tests. Portions of the interviews are given to illustrate the nature of the problem, the development of insight, and change of attitude in the course of treatment. The later test and interviews showed a better-adjusted personality.—*L. B. Heathers* (Washington).

135. Dean, J. S. Mental deficiency from the institutional standpoint; special report to the members of the Committee on Feeble-minded, Epileptic, and Defective Delinquent of the Philadelphia Municipal Court. *Amer. J. ment. Def.*, 1945, 49, 498-501.—The custodial, training, prophylactic, and educational features connected with the running of an institution for defective children are given.—*S. B. Sarason* (Southbury Training School, Conn.).

136. Dunbar, F. Screening and remaking of men. *Survey Graphic*, 1944, 33, 412-414.—Though pre-induction screening and suitable placement relieved the military of many breakdowns, some occurred despite the screening and would occur even with more effective screening procedures. Rehabilitation now means preparing these men for civil responsibilities without undue sympathy for organic ailments and without rejective attitudes toward the emotionally disturbed.—*L. M. Hanks, Jr.* (Bennington).

137. Eaton, H. C., Gallico, M. W., & Campion, C. A. Care in the diagnosis of mental deficiency. *Amer. J. ment. Def.*, 1945, 49, 450-452.—The writers discuss the difficulty in diagnosing mental deficiency when one is dealing with the "verbal type." An illustrative case is presented where the verbal level is beyond the performance level and where the former obscures a definite retardation.—*S. B. Sarason* (Southbury Training School, Conn.).

138. Eisenson, J., & Horowitz, E. The influence of propositionality on stuttering. *J. Speech Disorders*, 1945, 10, 193-197.—"Words which are presented in isolation and words which are presented in a nonsense context were uttered with less stuttering than words which were presented in a meaningful context."—*F. W. Finger* (Virginia).

139. Falk, R., Penrose, L. S., & Clark, E. A. The search for intellectual deterioration among epileptic patients. *Amer. J. ment. Def.*, 1945, 49, 469-471.—A sample of 85 epileptic institutional patients were tested and retested with the Stanford-Binet 3 or 4 times over a period varying from 9 to 14 years. No evidence of mental deterioration was found except in the case of 3 psychotic epileptics. An appendix gives the method used for calculating mean rate of change in IQ in a given subject.—*S. B. Sarason* (Southbury Training School, Conn.).

140. Fenichel, O. Nature and classification of the so-called psychosomatic phenomena. *Psychoanal. Quart.*, 1945, 14, 287-312.—Four classes of organ-neurotic symptoms are distinguished and discussed: affect equivalents, results of changes in the chemistry of the unsatisfied and damned-up person, physical results of unconscious attitudes or of unconsciously determined behavior patterns, and various combinations of these three possibilities. There follows a discussion of the problems of the psychogenesis of organic diseases and pathoneuroses, and of psychoanalytic therapy in organ-neuroses.—*M. H. Erickson* (Wayne County Gen. Hosp. & Infirmary).



141. Finger, F. W. Abnormal animal behavior and conflict. *Psychol. Rev.*, 1945, 52, 230-233.—A critical discussion is presented of the role of emotional conflict in determining disorganized behavior patterns in the rat with special reference to Bitterman's views. Considering both definitions and the nature of the data concerning convulsive behavior in the rats, it appears impossible to accept Bitterman's statement that "all situations in which abnormal behavior has been observed in animals may be interpreted as conflictful." 33-item bibliography.—M. A. Tinker (Minnesota).

142. Ford, E. S. C. Principles and problems of maintenance of fighter-bomber pilots. *War Med.*, Chicago, 1945, 8, 26-31.—Flying is unique in cumulative anxiety-producing potentialities. The most important factors in combatting anxiety are intellectual and emotional integration, the feeling of personal invulnerability, and identification with the group under strong leadership. The chief factors predisposing to anxiety are immaturity and failure to rationalize and to make irrevocable decisions. The immature show either spurious reasoning, masquerading as judgment but liable to collapse into conversion symptoms or emotionalism; or panic, concealed by overaggressiveness and lack of discipline. The rather frequent obsessives often make enviable records because they find outlets in administration and discipline and, in combat, destruction. Some aviators seem unable to identify with anything beyond comfort, security and economic advantage, adopting a contemptuous attitude toward authority but showing no overt psychiatric disabilities and committing no breaches of discipline.—M. E. Morse (Baltimore, Md.).

143. Fore, M. O. An experiment in parole and hospital employment for the mentally ill in Iowa. *Ment. Hyg.*, N. Y., 1945, 29, 423-428.—Forty-six psychotics, many hospitalized for many years, have been employed in the community and in the hospital and have done well. Of these, 14 were discharged from the hospital, 19 are in their first year of parole, 3 have had parole extended, and 10 have been returned to the hospital.—W. L. Wilkins (U. S. Naval Reserve).

144. Gardner, L. P. Responses of idiots and imbeciles in a conditioning experiment. *Amer. J. ment. Def.*, 1945, 49, 459-462.—Three learning situations were presented to 50 young low-grade amentals at Letchworth Village. In the first situation, subjects learned to go to one of three boxes for food, namely, the box with a black cloth over it. In the next situation, the cloth signal was decreased in proximity to the box and decreased in size through a series of steps. The last situation involved unlearning the first situation, that is, going to the box without a cloth to find the food reward. The author concludes: A learning situation was relatively easy when the signal appeared in close proximity to the cover of the food box. Some idiots under 15 months mental age learned this. Increased distance between the signal and the food reward as well as decreased size of the signal produced greater difficulties in the

learning situation. There seemed to be a relationship between mental level and ability to make the transfer in these learning situations. The idiot group was progressively less able to make the adaptation in the changed situations.—S. B. Sarason (Southbury Training School, Conn.).

145. Greene, C. L. A study of personal adjustment in mentally retarded girls. *Amer. J. ment. Def.*, 1945, 49, 472-476.—Personality questionnaires were given to a group of adjusted and nonadjusted institutionalized, defective girls. The two groups were found to be similar with respect to life age, test age, school achievement, and social conditions. In contrast to the nonadjusted group, the adjusted had been in residence a year longer, were over a year more mature in the Draw-a-Man test, had less neuropathic ancestry, had fewer commitments because of behavior difficulties, came more frequently from other institutions and foster homes, and showed less emotional dependency upon the home situation. The nonadjusted had more first-born and latter-born positions with regard to sibling rank, had less well developed recreational interests, and showed more aggression in social situations.—S. B. Sarason (Southbury Training School, Conn.).

146. Greene, R. A. Mental deficiency as a community problem. *Arch. Neurol. Psychiat.*, Chicago, 1945, 53, 449.

147. Groom, D. L. Half the battle . . . ; remarks on mental hygiene at the battlefield. *Dis. nerv. Syst.*, 1945, 6, 310-312.—Precipitating factors are generally more important than predisposing factors in the etiology of genuine war neuroses; any individual will break down if subjected to sufficient stress. The chronic and often acute states of fear and anxiety, complicated by the soldier's attempt to suppress these emotions, are important precipitating elements. Good leadership (and the high degree of morale attendant upon it) is critical in the control of these conditions. The prompt elimination of potential and actual psychiatric casualties is very important and is dependent upon the close co-operation of both line and medical officer.—C. E. Henry (U. S. Naval Reserve).

148. Hadden, S. B. Rehabilitation of the returning psychoneurotic service man. *Dis. nerv. Syst.*, 1945, 6, 315-318.—C. E. Henry (U. S. Naval Reserve).

149. Hall, R. Word blindness: its cause and cure. *Brit. J. Ophthal.*, 1945, 29, 467-472.—After criticising Orton's views on word blindness, the author presents his own. Taking his cue from Stout, Hall concludes that a person suffers from word blindness because he has an inadequately developed synthetic vision, at least for such objects as words. The remedy for this is to practice analytic vision. That is, "all words must be analysed or broken down into their smallest parts and then synthesised again by associations." After all letters are thoroughly known, two-letter words should be learned, then three-letter words, etc.—M. A. Tinker (Minnesota).

150. Harms, E. Socio-psychiatric aspects of war and post-war neuroses. *Dis. nerv. Syst.*, 1945, 6, 285-288.—The disparity between the concepts of democracy and the experienced nature of modern war imposes severe strains on the American soldier. "Great numbers of veterans will show more or less serious psychic disturbances, especially of a social nature, relating to the difficulties of adjusting to their families and to a civilian environment in general." An analytic process is necessary for the investigation and treatment of war neuroses. It is suggested that an obligatory psychotherapeutic quarantine be imposed on all members of the armed forces before discharge, thus avoiding much later trouble, expense, and treatment.—C. E. Henry (U. S. Naval Reserve).
151. Harris, R. E. Measured personality characteristics of convulsive therapy patients: a study of diagnostic and prognostic criteria. *Psychol. Bull.*, 1945, 42, 535.—Abstract.
152. Hofstein, S. The impact of family forces on the soldier as met by the military social worker. *Ment. Hyg., N. Y.*, 1945, 29, 385-394.—Separation from family frequently creates many conflicts for the soldier. The social worker serves as an outlet for the expression of many feelings and reactions which would otherwise be difficult to bring out in the military situation. "As a representative of the army, the social worker can allow the soldier to measure his personal problems against military needs and to find a means of meeting them compatible with his responsibility as a soldier."—W. L. Wilkins (U. S. Naval Reserve).
153. Holzberg, J. D. Some uses of projective techniques in military clinical psychology. *Bull. Menninger Clin.*, 1945, 9, 89-93.—In the Army's largest neuropsychiatric hospital, certain projective techniques (two tests of the sentence-completion type, drawings of a man and a woman, and the Rorschach Test) have proved "capable of exploring areas which more direct psychological tests cannot probe." The sentence-completion tests are reproduced in this paper.—W. A. Varvel (Texas A. & M.).
154. Hunt, H. F. A note on the problem of brain damage in rehabilitation and personnel work. *J. appl. Psychol.*, 1945, 29, 282-288.—The extent of behavior difficulty depends chiefly upon the extent of brain damage and upon the prior personality organization of the individual. The resulting psychological disorders include rigidity and perseveration in attacking new problems, increased distractibility and general slowing of thinking and speed of reaction, heightened emotional response with rapid dissipation, and generally lowered efficiency of adjustment to everyday life situations. Vocational prognosis depends not only upon the extent of damage and the possibility of clinical recovery but also upon the person's work history and fields of interest.—H. Hill (Indiana).
155. Kaiser, R. Zum Begriff des Schwachsinnns im Sinne von Art. 190 des schweizerischen Strafgesetzbuches. (The concept of feeble-mindedness in Article 190 of the Swiss penal law.) *Schweiz. Arch. Neurol. Psychiat.*, 1945, 55, 292-296.
156. Kalz, F. Psychological factors in skin disease. *Canad. med. Ass. J.*, 1945, 53, 247-253.
157. Landis, C., & Cushman, J. F. Case histories of compulsive drinkers. *Quart. J. Stud. Alcohol*, 1945, 6, 141-182.—These histories of 9 men and one woman by a psychiatrist (supplemented by psychological tests of general intelligence, vocational interest, and level of aspiration) were read and approved by the subjects. In a foreword, N. D. C. Lewis points out that differences between personality structure of alcoholics and of controls were intangible and that inebriety seemed to depend upon the total effect of environmental stress upon a particular individual who had a specific weakness for, or a lack of resistance to, compulsive drinking.—W. L. Wilkins (U. S. Naval Reserve).
158. Lemere, F. Some psychologic principles of rehabilitation. *War Med., Chicago*, 1945, 7, 360-364.—Lemere outlines the Army reconditioning program, which is modeled partly on the psychiatric hospital and partly on orthopedic procedures. The psychologic factors tending to retard recovery and those favoring it are discussed. The strongest of the latter forces are the wish to be useful, loyalty to one's unit, and appreciation of the patient's efforts by his superiors. As regards veterans, the best inducement to recovery is the certainty of a job which the man feels capable of handling. It is recommended that a few jobs in each industry be subsidized by the Government and reserved for trying out veterans of marginal capacity. The man should not be aware of the amount of the subsidy, which should be withdrawn if he proves competent.—M. E. Morse (Baltimore, Md.).
159. Levin, M. Hysteria as a device to prolong hospitalization and evade military duty. *War Med., Chicago*, 1945, 8, 16-17.—Levin emphasizes the protective aspects of hysteria, particularly as developing in patients already hospitalized for some other disorder and nearing discharge. Military hospitals labor under a handicap, in that it is inexpedient to discharge patients as quickly as in civil hospitals.—M. E. Morse (Baltimore, Md.).
160. Linn, L., & Stein, M. H. Psychiatric studies of blast injuries of the ear. *War Med., Chicago*, 1945, 8, 32-33.—Blast injuries of the ear afford a unique opportunity to study the psychiatric implications of concussion. Two groups of 40 patients each were studied: one having blast rupture of the drum with impaired consciousness; the other, a group of psychiatric casualties whose symptoms dated from proximity to blast but whose ear drums were not ruptured. They all reported loss of consciousness at the time of the explosion. None of the ear patients had psychiatric complications. Impairment of recall was present in all these cases; but if the explosion was remembered at all, it was rarely chosen as emotionally significant. In contrast, the amnesia in the neurotic group was completely reversible and apparently of emotional



origin, possibly syncope or a fugue state. The critical factor which protected the first group was the organic nature of the amnesia. The basic difference in the types of amnesia probably determined the differences in the subsequent psychiatric course of the two groups.—*M. E. Morse* (Baltimore, Md.).

161. Maeder, M. A. **Rehabilitation of psychoneurotic service men and their psychologic adjustment to civilian life.** *Philadelphia Med.*, 1944-1945, 40, 547 ff.—The temporary reaction to discharge (irritability, restlessness, lack of initiative, responsibility and self-reliance) must be distinguished from neurosis. It is a great mistake to overemphasize, even inadvertently, these maladjustments. Since at present only a small proportion of psychoneurotics can be treated directly by psychiatrists, the only solution lies in better education of all physicians in the field of personality disorders and a great extension of group psychotherapy. Maeder outlines the treatment of the psychiatrically disabled veteran by the general practitioner in connection with Government, State, and local agencies.—*M. E. Morse* (Baltimore, Md.).

162. Marriner, G. V. R. **Music in reconditioning in Army Service Forces hospitals.** *Music Library Ass.*, 1945, 2 (Ser. 2), No. 3, 161-163.—The Music Liaison Officer between the Special Services Division and the Office of the Surgeon General offers a few observations about his war experiences.—*P. R. Farnsworth* (Stanford).

163. Maslow, A. H. **Experimentalizing the clinical method.** *J. clin. Psychol.*, 1945, 1, 241-243.—"A procedure is suggested for combining clinical and experimental methods. Individuals are studied clinically, as wholes, but the tremendous amount of time required for studying a sizable group in this way is made more acceptable by having a number of research questions simultaneously in mind. If adequate records are kept, they can serve as a source of data for research questions raised long after the case histories are gathered."—*L. B. Heathers* (Washington).

164. Mouchet, E. **Base psicopatológica de la afasia.** (Psychopathological basis of aphasia.) In *Mouchet, E., Temas actuales de psicología normal y patológica.* Buenos Aires: Editorial Médico-Quirúrgica, 1945. Pp. 437-452.—Aphasia is considered to be a disease of the personality. Because of the complicated nature of language, disturbance in the functioning of any of its elements upsets its functioning as a whole. Anatomical considerations are mostly secondary to the total psychological aspect, which may represent a general regression accompanied by disintegration of language. The appearance of lesions often makes this disintegration permanent.—*H. D. Spoerl* (Jeffersonville, Vt.).

165. Myerson, A. **Constitutional anhedonia and the social neurosis.** *Arch. Neurol. Psychiat.*, Chicago, 1944, 51, 497-498.—This paper presents two conditions of personality which evolve into a psychopathologic state. The symptomatology of constitutional anhedonia and social neurosis is described and related. The development of the

social neurosis is traced to its culmination in a true neurosis. The author concludes that "constitutional anhedonia leads to many of the forms of psychopathic development" and that the social neurosis leads in two directions: "First into the anxiety states, and, second, by a transition from fear of one's fellow men and fear of the psychosomatic disorders, into suspicion, somatic delusion and ideas of reference."—*K. S. Wagoner* (Tufts).

166. Olkon, D. M. **Essentials of neuro-psychiatry; a textbook of nervous and mental disorders.** Philadelphia: Lea & Febiger, 1945. Pp. 310. \$4.50.—Following an introduction that lays down the broad principles of psychosomatic orientation and emphasizes the genetic make-up of the individual, this book has 5 major divisions. Part I has short chapters dealing with the physical environment, intelligence, consciousness, affective states and the psychoneuroses, together with a brief review of therapy. Part II deals with the major personality disorders, schizophrenia and the bio-cyclic disturbances, and includes case histories and therapeutic procedures. Part III contains a detailed account of organic criteria in mental disorders and epilepsy, with special emphasis on the capillary system. Part IV discusses organic concomitants of the psychoses. The concluding section reviews the psychopathologies and also contains a short presentation of the newer views on psychiatry and the technique of mental examination. A final chapter is devoted solely to a discussion of the effects of the war and military life on the soldier, with an evaluation of therapy and an estimate of prognosis.—*C. E. Henry* (U. S. Naval Reserve).

167. Power, T. D. **Psychosomatic regression in therapeutic epilepsy.** *Psychosom. Med.*, 1945, 7, 279-290.—Psychosomatic regression in insane patients during convulsive therapy is analyzed, and former behavior patterns and modes of thought are recapitulated. The postconvulsive state is characterized by repetition, perseveration, regression in varying degrees, and retrograde amnesia. It is suggested that the convulsive process is directed toward biological survival.—*P. S. de Q. Cabot* (United Drug, Inc.).

168. Saul, L. J. **Psychological factors in combat fatigue, with special reference to hostility and the nightmares.** *Psychosom. Med.*, 1945, 7, 257-272.—Differing from a civilian neurosis, combat fatigue has a nucleus similar to the anxiety states. "The essence of the combat fatigue syndrome is that the man's experiences stimulate and mobilize emotions which have always been important in the personality and which overwhelm and strain his forces of control."—*P. S. de Q. Cabot* (United Drug, Inc.).

169. Seidenfeld, M. A. **The scope of clinical psychological service in the Army.** *Bull. Menninger Clin.*, 1945, 9, 94-97.—The author stresses the breadth of the service which the Army clinical psychologists have been able to render in military hospitals, in the mental hygiene units of the Ground and Service Forces training centers, and in the Disciplinary Barracks and Rehabilitation Centers.—*W. A. Varvel* (Texas A. & M.).

170. Shotwell, A. M. Arthur Performance ratings of Mexican and American high-grade mental defectives. *Amer. J. ment. Def.*, 1945, 49, 445-449.—Eighty Mexican and 80 American non-epileptic but mentally retarded patients at Pacific Colony, who were of comparable age and whose Binet IQ's ranged between 50 and 79, were compared as to differences on the Arthur Performance Scale. Both groups showed an increase in Arthur or Binet IQ; but whereas the Americans averaged 5 points higher on the Arthur, the Mexicans averaged 22 points higher. The average Arthur IQ was 83 for the Mexicans and 69 for the Americans, and the CR was 5. Seventy, or 87½%, of the Mexicans made Arthur IQ's that exceeded their Binet IQ's by 5 points or more, and 27½% made Arthur IQ's that were 30 or more points higher than their Binet IQ's. No Mexican subject made an Arthur IQ that was more than 5 points lower than his Binet IQ, but 22½% of the American subjects had Arthur IQ's that were more than 5 points lower than their Binet IQ. The author concludes that Mexicans, as well as other racial groups, are inadequately measured and unduly penalized when their intelligence is measured by a verbal test alone, which has been standardized on American whites.—S. B. Sarason (Southbury Training School, Conn.).
171. Simon, C. T. Complexity and breakdown in speech situations. *J. Speech Disorders*, 1945, 10, 199-203.—The appearance of defects in speech is a decrease in efficiency of total function analogous to self-consciousness, the blocking of thought, and stage fright. Any factor (including undue parental concern) which serves to increase the complexity of the speech situation beyond the speaker's power to integrate thus makes for defective response. Conversely, to alleviate the difficulty, a remedial situation must reduce the complexity of the stimuli for the individual. Experimental data tend to confirm this formulation.—F. W. Finger (Virginia).
172. Sontag, L. W. The purpose and fate of a skin disorder. *Psychosom. Med.*, 1945, 7, 306-310.—Observations over a 17-year period are reported on a female patient with acne rosacea, the repeated occurrence of which was associated with periods of emotional stress relating to sexual problems and representing extreme conflicts between desire, conscience, and taboo.—P. S. de Q. Cabot (United Drug, Inc.).
173. Stalker, H. Masquerading in uniform: a wartime form of psychopathic behavior. *J. ment. Sci.*, 1945, 91, 188-194.—Social circumstances of the war determine choice of symptom in 7 cases studied for unlawful wearing of military uniforms or medals. All were psychopaths; 6 had general ill-health, which leads to a supposition of Adlerian compensation for physical inferiority.—W. L. Wilkins (U. S. Naval Reserve).
174. Stengel, E. A study on some clinical aspects of the relationship between obsessional neurosis and psychotic reaction types. *J. ment. Sci.*, 1945, 91, 166-187.—Depressive states in obsessional patients show atypical features—a prevalence of aggressive-destructive obsessional ideas and compulsions, with a higher incidence of serious suicidal attempts. With schizophrenics, the psychosis often results in a release of primitive impulses which had previously been kept under control with the aid of the obsessional symptoms. It is concluded that the obsessional personality structure is capable of subduing and aborting schizophrenic reactions. The excessive inclination of the obsessional neurotics to reality-proving and doubt affected their attitude toward psychotic experiences in a favorable way. Fourteen cases are reviewed.—W. L. Wilkins (U. S. Naval Reserve).
175. Thénon, J., & Villar, H. Reacción paranoide y homosexualidad; acerca de un tipo de reacción paranoide elaborado sobre una agresión homosexual. (Paranoid reaction and homosexuality; concerning a type of paranoid reaction built on homosexual aggression.) In Mouchet, E., *Temas actuales de psicología normal y patológica*. Buenos Aires: Editorial Médico-Quirúrgica, 1945. Pp. 511-528.—H. D. Spoerl (Jeffersonville, Vt.).
176. Thorne, F. C. Directive psychotherapy: II. The theory of self-consistency. *J. clin. Psychol.*, 1945, 1, 155-162.—"A brief presentation has been made of the theory of self-consistency as developed by the late Prescott Lecky. . . . The therapeutic implications of the theory of self-consistency are discussed with brief illustrative studies."—L. B. Heathers (Washington).
177. Todd, K. M. The technique of child psychiatry. *J. ment. Sci.*, 1945, 91, 206-212.—The constitutionally unstable child is difficult to recognize; he needs ego reinforcement more than exploration of the id. With cases needing a more thorough approach, therapy makes use of suggestion, persuasion, re-education, and catharsis. The child can be studied objectively, but this tends to be only photographic. The investigation of dreams and fantasy and the utilization of projective techniques are therapeutically effective; play, however, is the most useful method of therapy in young children, and admonitions on its use are given. Valentine's theory that recovery in children is largely a matter of maturation is held incorrect.—W. L. Wilkins (U. S. Naval Reserve).
178. Travis, L. E. Symposium on the work of the Psychological Services Branch of the Convalescent Services Division of the AAF Redistribution Station Number 4. *Psychol. Bull.*, 1945, 42, 539.—Abstract.
179. Trowbridge, L. S. The psychologist works with alcoholics. *J. consult. Psychol.*, 1945, 9, 178-185.—The psychologist trained in any field of psychology has a contribution to make to the study and treatment of alcoholics. One essential prerequisite is familiarity with the various types of alcoholic personality and the development of techniques for winning the confidence of the alcoholic patient. Five major research problems in this field are cited.—S. G. Dulsky (Chicago, Ill.).



180. Van Vorst, R. B. Some responses of the psychopath interpreted in the light of Lindner's suggested application of the concept of homeostasis. *Psychol. Bull.*, 1945, 42, 535.—Abstract.

181. Wilkins, W. L., & Adams, A. J. The use of the Rorschach test under sodium amytal and under hypnosis in military psychiatry. *Psychol. Bull.*, 1945, 42, 538.—Abstract.

182. Wolfenstein, M. The reality principles in story preferences of neurotics and psychotics. *Character & Pers.*, 1944, 13, 135-151.—The extent to which the reality principle controls mental functioning may be indicated by literary taste. Six stories, each having one ending which sacrificed plausibility to wish fulfillment and another ending which was the reverse, were presented. Eleven psychotics, 11 neurotics, and 14 normal individuals served as subjects. The psychotics tended to be unrealistic in contrast to the other two groups, which were undifferentiated in this respect. Realism was correlated positively with age, intelligence, and education. When each of these was held constant, neurotics remained more realistic than psychotics. With neurotics, realism increased with psychotherapy.—M. O. Wilson (Oklahoma).

183. Wortis, S. B. Some aspects of military neuropsychiatry. *Trans. N. Y. Acad. Sci.*, 1945, 7, 167-170.—The basic hazards to the soldier's mental health are separation from home and anxiety concerning family, fatigue, discipline, monotony, loss of liberty, strange surroundings, change of diet, change in attitude toward authority, transformation from a peaceful status to a "killer" status, and fear of personal injury. High morale is the best mental hygiene, and it is fostered by belief in the justness of the cause for which one is fighting, confidence in one's ability and the ability of the leaders, a feeling of individual worth within the group, and good medical support and understanding. Among the devices for dealing with neuropsychiatric cases, group therapy has been found to be of great value as an adjunct to rest and pharmacologic treatment.—F. W. Finger (Virginia).

184. Yates, D. H. Relaxation in psychotherapy. *Psychol. Bull.*, 1945, 42, 534-535.—Abstract.

[See also abstracts 15, 19, 37, 40, 43, 45, 93, 107, 185, 189, 207, 213, 235, 263, 265, 266, 273, 279, 298, 321, 344.]

#### PERSONALITY AND CHARACTER

185. Abel, T. M. Responses of Negro and white morons to the Thematic Apperception Test. *Amer. J. ment. Def.*, 1945, 49, 463-468.—Those subjects who had a year previously been given the Rorschach were given the T.A.T. Scoring procedure was: counting the number of words spoken by each subject on the 10 cards, summing the ideas expressed by a subject before questioning, and determining the frequency with which themes occurred. Negro boys, in contrast to white girls and boys and Negro girls, used the least words and ideas. These results are consistent with a previous Rorschach study by the writer (see

18: 2836), except that white girls are more responsive to the T.A.T. There is no significant difference between Negroes and whites on the themes expressed on the first 10 cards. Between the girls and boys, however, there are some differences in the frequency of responses to cards 3 and 10. In card 3, more girls than boys express feelings of loneliness and sadness over loss of parents; and in card 10, 10 more girls than boys speak of loneliness due to loss of husband or father through death.—S. B. Sarason (Southbury Training School, Conn.).

186. Austregesilo, A. Lo mío y lo tuyo, fuerzas psicológicas. (Mine and thine; psychological forces.) In Mouchet, E., *Temas actuales de psicología normal y patológica*. Buenos Aires: Editorial Médico-Quirúrgica, 1945. Pp. 51-61.—The struggle between "mine and thine," basically opposed poles of human nature, gives rise to all other dynamic principles and, likewise, to the concepts of good and evil and to higher values generally. The positivists, such as Le Dantec and Nietzsche, have presented unanswerable arguments which are supported by biology and history.—H. D. Spoerl (Jeffersonville, Vt.).

187. Beck, S. J. The Rorschach experiment: progress and problems. *Amer. J. Orthopsychiat.*, 1945, 15, 520-524.—After citing some cases of personality projection in literature, the author reviews what Rorschach workers have been accomplishing in the past 20 years. There are only 4 personality groups in which valid patterns have been established: the healthy adult of superior intelligence, the feeble-minded, the schizophrenic, and the brain-damaged individuals. This leaves a wide area of personality open to the ambitious investigator.—R. E. Perl (New York City).

188. Bernstein, E. G. El carácter y su interpretación grafológica. (Character and its graphological interpretation.) In Mouchet, E., *Temas actuales de psicología normal y patológica*. Buenos Aires: Editorial Médico-Quirúrgica, 1945. Pp. 529-532.—Because it is a behavioral expression of the whole personality, of necessity flavored by it, handwriting is an important resource for characterology. The chief point of psychological interest is perhaps the fidelity or falsity of handwriting as expressive of general traits of character.—H. D. Spoerl (Jeffersonville, Vt.).

189. Binger, C. A. L., Ackerman, N. W., Cohn, A. E., Schroeder, H. A., & Steele, J. M. Personality in arterial hypertension. *Psychosom. Med. Monogr.*, 1945, No. 8. Pp. 228.—An analysis of 24 patients with arterial hypertension is reported, with case histories and tables. The authors analyze and interpret the historical material and environmental situations, describe the personalities of the patients, and discuss the emotional factors related to the onset of hypertension. They do not claim a causal relationship between high blood pressure and neurotic symptomatology. As a result of this study, a composite picture of the hypertensive patient includes the following: a restricted social life, inhibited sexual development, a tendency to frustration in interpersonal relationships, fear of injury and emotional detachment, submissive-

ness, and feelings of weakness and defenselessness. The characteristic personality pattern appears early in life.—*P. S. de Q. Cabot* (United Drug, Inc.).

190. Brunswik, E. Social perception of traits from photographs. *Psychol. Bull.*, 1945, 42, 535-536.—Abstract.

191. Capwell, D. F. Personality patterns of adolescent girls: II. Delinquents and non-delinquents. *J. appl. Psychol.*, 1945, 29, 289-297.—A previous report (see 19: 3033) described the procedure used in comparing personality characteristics of these two groups. "The groups differed in level of intelligence as well as in delinquent tendencies, so the effect of mental level on the personality test scores was investigated by similar statistical treatment of the scores of 52 girls who were matched for IQ. The results led to the following conclusions: 1. The Minnesota Multiphasic Personality Inventory and Washburne S.-A. Inventory discriminated the delinquents from the non-delinquents in degree of personality adjustment. 2. The Vineland and Social Maturity Scale showed differences which were more related to intelligence than to delinquency. 3. The Pressey Interest-Attitude Test and the Terman-Miles Test of Masculinity-Femininity did not discriminate the delinquents and the non-delinquents."—*H. Hill* (Indiana).

192. Francis, E. K. L. The personality type of the peasant according to Hesiod's *Works and Days*. *Rur. Sociol.*, 1945, 10, 275-295.—"An attempt is made to prove that the personality of the early Greek peasant as described by Hesiod corresponds with that considered characteristic of other European and non-European peasantries of the past and present."—*P. R. Farnsworth* (Stanford).

193. Franck, K. Preference for sex symbols and their personality correlates. *Psychol. Bull.*, 1945, 42, 535.—Abstract.

194. Grazia, S. de. A note on the psychological position of the chief executive. *Psychiatry*, 1945, 8, 267-272.—The reactions of 30 analysts to the president's death are reported upon in terms of quantity of references to the event, explicit association with imagos, associations and relationships with living persons, references to the environment and non-verbal reactions. The conclusion reached is that there occurs an unconscious association of the president with an original mother imago, and the political implications of this are elaborated.—*M. H. Erickson* (Wayne County Gen. Hosp. & Infirm.).

195. Hart, H. A reliable scale of value judgments. *Amer. sociol. Rev.*, 1945, 10, 473-481.—In a series of experiments, descriptions of experience were rated by students on a happiness-unhappiness scale, and data are cited to demonstrate that such ratings can be made with a high degree of reliability. Some of the items used are presented, and the instructions for the ratings are furnished.—*C. N. Cofer* (U. S. Naval Reserve).

196. Holt, R. R. Effects of ego-involvement upon levels of aspiration. *Psychiatry*, 1945, 8, 299-317.—Discussion is offered of the significance of ego-involvement upon levels of aspiration, the meaning-

fulness of ego-involvement in the development of an experimental psychology of the personality, and the previous experimental methodologies. Report is then given of the methodologies and findings in three investigative studies of ego-involvement and aspiration levels. 69-item footnote bibliography.—*M. H. Erickson* (Wayne County Gen. Hosp. & Infirm.).

197. Howie, D. Aspects of personality in the classroom: a study of ratings on personal qualities for a group of schoolboys. *Brit. J. Psychol.*, 1945, 36, 15-28.—Groups totalling 249 schoolboys, aged 12-15, were rated by their teachers and by themselves on 16 personal qualities. Five variants of factorial analysis were applied to the intercorrelations between ratings, and these showed considerable agreement. The ratings appeared to involve: (1) a factor relating to general personal adequacy, with a strong emphasis on scholastic attitude or ability; (2) a factor implying a sthenic, assertive quality; (3) a factor relating to aspects which make for approval of the individual within his group; and (4) a factor contrasting excitability with placidity. Factor 2 may be identified with 'w,' factor 3 with 'c,' and factor 4 with Reyburn and Taylor's third factor. "On the whole, a method of rotation made for clarification, but unrotated bipolar analyses appear far from giving results that are psychologically meaningless."—*M. D. Vernon* (Cambridge).

198. Hutton, E. L. What is meant by personality? *J. ment. Sci.*, 1945, 91, 153-165.—Definitions of individual, ego, self, character, and personality are reviewed. It is concluded that personality is not a biological category nor a psychological one, if psychology is regarded as pure science. Personality is rather ethical and spiritual and must be so studied.—*W. L. Wilkins* (U. S. Naval Reserve).

199. Kimber, M. Insight of college students into the items of a personality test. *Psychol. Bull.*, 1945, 42, 540.—Abstract.

200. McCurdy, H. G. *La Belle Dame Sans Merci. Character & Pers.*, 1944, 13, 166-177.—As has been indicated previously by the writer in this journal, analysis of literature may reveal the personality and psychological environment of the author. The writer discovers in *La Belle Dame* and other writings of Keats that his heroines tend to have two qualities, one a dangerous, fatal magic which is exercised over the heroes, and the other a tendency to nourish them. The writer attempts to show the relationship between the latter quality, on the one hand, and Keats' dependence upon and devotion to his mother, on the other.—*M. O. Wilson* (Oklahoma).

201. Martin, H. G. The construction of the Guilford-Martin Inventory of factors G-A-M-I-N. *J. appl. Psychol.*, 1945, 29, 298-300.—Three hundred questionnaire items were constructed (these supposedly covered the behaviors composing the 5 traits) and administered to 250 men and 250 women college students. For item analysis of factors G, A, I, and N, extreme quarters of the distributions of scores were used as criterion groups. For factor M, the criterion groups were the 100 males scoring highest on the preliminary key for factor M and the 100 females scoring



lowest on the key. Applying the Guilford *abac* method afforded scoring weights for each response to each item.—H. Hill (Indiana).

202. Maslow, A. H., Hirsch, E., Stein, M., & Honigsmann, I. A clinically derived test for measuring psychological security-insecurity. *J. gen. Psychol.*, 1945, 33, 21-41.—Beginning with a theoretical analysis of the concept of emotional security and extended by clinical autobiographies, a list of 349 questions pertaining to dynamic characteristics exhibited by insecure or secure people was compiled. This article reports the present form of the test (75 questions divided into 3 groups of 25 each); each subgroup correlates better than .9 with the total score. Validations rested on (1) student opinion (88% considered the results accurate indicators of their psychological status), (2) scores of persons who came of their own accord to the psychologist for advice or therapy, and (3) scores of a criterion group high in adjustment and creativity. The S-I test correlates .68 with the Thurstone Neurotic Inventory, .58 with the Bernreuter "neurotic tendency" measure, .53 with the Allports' A-S score, and zero with the Allport-Vernon Scales of Value. Each of the 14 sub-syndromes of psychological security is represented in the final form of the test. Uses, limitations, and cautions are considered.—G. W. Hartmann (Teachers College, Columbia).

203. Rabin, A. I. Rorschach test findings in a group of conscientious objectors. *Amer. J. Orthopsychiat.*, 1945, 15, 514-519.—The results of giving a Rorschach test to a group of conscientious objectors indicate that, as a group, they show a trend toward psychoneurotic reactions characterized by some constriction, excessive intellectualization, anxiety, a tendency toward stubbornness and negativism, and disturbance by external emotional stimuli.—R. E. Perl (New York City).

204. Rapaport, D., & Schafer, R. The Rorschach test: a clinical evaluation. *Bull. Menninger Clin.*, 1945, 9, 73-77.—On the basis of extensive experience in using the Rorschach test in a clinical-psychiatric setting for purposes of diagnosis and appraisal of adjustment, the authors conclude: (1) It is the most efficient single diagnostic tool we possess. (2) As presented in Rorschach's *Psychodiagnostics*, it is an easily learned technique. (3) Its proficient use hinges on the examiner's clinical-psychological and psychiatric knowledge. (4) Its most proficient application accrues from its use as a central test in a battery of tests. (5) Extensions and 'refinements' of the test tend to make it cumbersome, time-consuming, and prohibitive for clinical use. Therefore extensions, unless excellently documented as valid and indispensable, should be avoided. (6) The diagnostic significance of the verbalization of responses deserves further study.—W. A. Varvel (Texas A. & M.).

205. Rosenzweig, S. Rosenzweig P-F study. Pittsburgh: Author, Western State Psychiatric Hospital, 1944. 25 copies, \$2.50.—This is a mimeographed preliminary form of a test designed to measure reaction to frustration. The test booklet consists of 24 pictured situations in which one person is speak-

ing to another. The subject responds by writing the first reply that comes to his mind. The author assumes that S will identify with the pictured frustrated individual and project his own bias into his reply. Responses are scored as E—extrapunitive, I—intropunitive, or M—impunitive; and percentages of these scores are computed. Scores must be interpreted in terms of norms yet to be determined for age, sex, culture, etc. Tentative norms are available for male college students. Preliminary studies indicate (1) an increase of I scores with age and (2) overemphasis on I or E in maladjusted individuals.—E. M. L. Burchard (U. S. Naval Reserve).

206. Ruch, F. Ability of adults to fake desirable responses on two personality self-inventories and an attempt to develop a "lie detector" key. *Psychol. Bull.*, 1945, 42, 539-540.—Abstract.

207. Schafer, R. Clinical evaluation of a word association test. *Bull. Menninger Clin.*, 1945, 9, 84-88.—Word association tests are clinically most useful when analyzed in terms of the formal relationship between stimulus and reaction words. "Normal subjects and to a lesser extent neurotic subjects adhere to conventional conceptual relationships . . . ; this concept-formation aspect of responses appears automatic. The disturbances in formal relationships take the form of sticking too close to the stimulus word or wandering too far away from it before a reaction is verbalized. A massing of either of these usually indicates a psychosis although even a few extremely distant reactions may be diagnostic of schizophrenia. A few scattered disturbances in either direction—but not too extreme—are usually symptomatic of the presence of conflict with respect to the ideas connoted by the stimulus words involved. . . . The hope that Association Tests can directly elicit content of the subject's conflicts which will be clear in his choice of reaction word should be abandoned and attention focussed on the thought processes . . . as they find expression in the associative processes set off by the stimulus words under standard instructions."—W. A. Varvel (Texas A. & M.).

208. Scheerer, M., Rothmann, E., & Goldstein, K. A case of "idiot savant": an experimental study of personality organization. *Psychol. Monogr.*, 1945, 58, No. 4. Pp. 63.—An 11-year-old boy with an IQ of 50, classified as an idiot savant, was studied over a period of 5 years by means of standard tests, special experiments, and a reliable record of his previous development. His special skills were in music, verbal retention, number manipulation, and calendar calculations. But this endowment was bound to "an abnormally rigid concreteness and functioned in a sterile, bizarre, and undiscerning form." His various deficiencies pointed to a general impairment of abstract capacity, which prevented the subject from developing other potentialities. He is "driven in an abnormal degree and direction to exercise those functions which nature permits him to develop, because these are the only performances through which he can actualize himself and come to terms with his surroundings. The least impaired function thus becomes a coping mechanism of adjustment, but, since

it can only operate on the level of concrete reactions, it becomes canalized into atypical forms of expression. . . . The term idiot savant is a misnomer. Idiot savants are talented aments who possess amented talent." Other reports and explanatory hypotheses are examined, and criteria for the identification of a talented ament are developed. Two recurring phenomena receive special attention: (1) the relative frequency of number manipulation and retention, and (2) unusual feature of memory. There is a 67-item bibliography.—V. Nowlis (Indiana).

209. Spiegel, H., Shor, J., & Fishman, S. An hypnotic ablation technique for the study of personality development. *Psychosom. Med.*, 1945, 7, 273-278.—A preliminary report is given on the development of a technique in hypnotic regression. Prominent features of this approach include: (1) suggesting specific birthdays, (2) avoiding suggestions likely to interfere with a spontaneous self-orientation, and (3) introducing a third person who without hypnotic influence administers clinical tests. "This technique apparently results in a blocking out or ablation of all personality developments from the present back to the specified birthday, thus releasing authentic personality-intelligence manifestations of the appropriate age level."—P. S. de Q. Cabot (United Drug, Inc.).

210. Wolff, W. Experimental psychology and depth psychology. *Ciba Symposia*, 1945, 7, No. 1/2, 2-14.—The author reports upon his investigations of depth psychology by experimental matchings of voice, handwriting, speech patterns, facial profiles, hand shapes, and gait. He finds that behavioral characteristics and movements are expressive of the personality, that there is an essential unity of all the aspects of the personality however expressed, and that personality is a dynamic system of relationships, the study of which requires more than static observation or mere data classification.—M. H. Erickson (Wayne County Gen. Hosp. & Infirm.).

211. Wolff, W. Wish image and fear image. *Ciba Symposia*, 1945, 7, No. 1/2, 15-25.—Report is given of the experimental studies of the influence of a person's wish images upon his unconscious self-characterization. Since wish images and fear images appear together with a lack of self-recognition, the assumption is that wishes and fears inhibit such recognition.—M. H. Erickson (Wayne County Gen. Hosp. & Infirm.).

212. Wolff, W. Example of a study on forms of expression. *Ciba Symposia*, 1945, 7, No. 1/2, 32-36.—Experimental findings on the capacity of the individual to recognize his own forms of expression disclosed that self-recognition was limited to facial expressions.—M. H. Erickson (Wayne County Gen. Hosp. & Infirm.).

[See also abstracts 13, 145, 151, 157, 239, 284, 306, 323, 324, 332.]

#### GENERAL SOCIAL PROCESSES

(inc. Aesthetics)

213. Abel, T. Is a psychiatric interpretation of the German enigma necessary? *Amer. sociol. Rev.*,

1945, 10, 457-464.—Psychiatric interpretations of the enigma of German conduct (as illustrated by the views of Schuman and of Brickner) are found to be defective, because their concepts derive from individual psychology and they assume a collective personality. Abel points out that the behavior of the German nation is paralleled by that of other nations in their past histories and suggests that the anachronistic behavior of Germany may be explained in terms of the absence of social revolution in that country. Various historical and situational circumstances are discussed to support this view.—C. N. Cofer (U. S. Naval Reserve).

214. Abrahamsen, D. Men, mind, and power. New York: Columbia University Press, 1945. Pp. viii + 155. \$2.00.—A psychiatric interpretation of German militarism, Nazism and atrocities, and of collaborationism is here presented in a popular manner. The first two chapters describe and interpret the German character in general. The third chapter discusses German leaders as individual cases—principally Hitler, Goebbels, Goering, and Himmler. An entire chapter is devoted to Quisling, and another to Laval. The final chapter makes recommendations about the re-education of Germans.—I. L. Child (Yale).

215. Ackiss, T. D. Sociopsychological implications of the "white-supremacy" complex. *Amer. J. Sociol.*, 1945, 51, 142.—Comments are given on a campaign letter distributed by an aspirant to Congress, which was apparently intended to procure votes from the "common people" by emphasizing the writer's affiliation with "ordinary people" and the importance of the principle of white supremacy. The letter is believed to be valuable as illustrating a methodology and as a datum in examining the white-supremacy complex. The Negro problem is seen to be but a fractional part of the complex, which forms the outer coverage of the social and economic frustrations of a large segment of the population.—D. L. Glick (Arlington, Va.).

216. [Anon.] Higher degrees in sociology conferred in 1944. *Amer. J. Sociol.*, 1945, 51, 50-54.

217. [Anon.] The quarter's polls. *Publ. Opin. Quart.*, 1945, 9, 223-257.—H. F. Rothe (Stevenson, Jordan & Harrison, Inc.).

218. [Anon.] Age of American military leaders. 2. Marine Corps and Coast Guard. *Statist. Bull. Metrop. Life Insur.*, 1945, 26, No. 7, 8-10.—The average age of the highest ranking officers in the Marine Corps and Coast Guard has been markedly reduced during the war. This is even more marked in the Marine Corps than in the Navy or Coast Guard.—G. S. Speer (Illinois Inst. Tech.).

219. [Anon.] Marriage and educational attainment. *Statist. Bull. Metrop. Life Insur.*, 1945, 26, No. 8, 4-6.—The tendency for the chances of marriage to decrease with advance in educational attainment is found at all ages for girls, although the differences are not as marked at older ages as at the younger ages. In each degree of educational attainment, the proportion married is greater in the rural



than in the urban communities. Some exceptions to these trends are indicated.—G. S. Speer (Illinois Inst. Tech.).

220. Arsenian, J. The paradoxical effects of the "quota system." *Psychiatry*, 1945, 8, 261-265.—Discussion is offered of the quota system operating in various teaching institutions in the United States and the direct and indirect effects of such practices. The argument is offered that the socially obnoxious traits imputed to Jews as a part of their racial inheritance may in fact be the outcome of discrimination against them. Also, discrimination paradoxically compels a seeking of places of prestige as a protection against it, thereby actually effecting a restriction of the undiscriminated group from favorable positions.—M. H. Erickson (Wayne County Gen. Hosp. & Infirm.).

221. Beaglehole, E. A critique of "the measurement of family interaction." *Amer. J. Sociol.*, 1945, 51, 145-147.—Bossard's statement of the law of family interaction as a precise mathematical statement of the relation between the number of persons in the group and the number of their relationships (see 19: 1519) is inadequate because it assumes that all such relationships are symmetrical, whereas, in fact, they may very well be nonsymmetrical at either the manifest or the parataxic levels, or at both levels. The application of this law to problems of group or personality dynamics is further limited by the fact that the quality of interpersonal integrations is often of more significance than their mere number. In a brief rejoinder following the article, Bossard states that in his presentation of the "law" there was no assumption that all such relationships are symmetrical, and he agrees that the quality of interpersonal integrations is often of more significance than the mere number of relationships involved.—D. L. Glick (Arlington, Va.).

222. Bloom, L., & Riemer, R. Attitudes of college students toward Japanese-Americans. *Sociometry*, 1945, 8, 157-173.—A questionnaire designed to elicit attitudes on a variety of propositions about Japanese-American and Mexican-American minority groups was administered in 1943 to college students throughout the country. Responses from 804 Pacific Coast students and 1,048 Middle West students are analyzed. Although little approval was expressed for relationships with Japanese-Americans as intimate as marriage, generally sympathetic attitudes were expressed more frequently than were antagonistic ones. Most students endorsed the government's wartime policy on treatment of Japanese-Americans but favored postwar relaxation of sanctions against them. "Despite the generally more antagonistic attitudes expressed by the Pacific Coast sample as compared with the Middle West, the findings reveal no such single-minded bitterness as was and is proclaimed by the proponents of the evacuation."—S. B. Williams (U. S. Naval Reserve).

223. Blumer, H., & others. [Eds.] Students' dissertations in sociology. *Amer. J. Sociol.*, 1945, 51, 55-61.

224. Bronfenbrenner, U. The measurement of sociometric status, structure and development. *Sociometry Monogr.*, 1945, No. 6. Pp. 80.—See 18: 2851, 2852; 19: 461.

225. Calhoun, A. W. A social history of the American family from colonial times to the present. New York: Barnes & Noble, 1945. Pp. 348; 390; 411. \$7.50.—This one-volume reprint was originally published in three volumes in 1917. It deals with the family during the colonial period, from independence through the civil war, and since the civil war. The chief topics are courtship, marriage, the status of women, familial solidarity, parental authority, child education, sexual morality, and divorce. Where differences of a regional or ethnic nature exist, chapters are devoted to the subject.—L. M. Hanks, Jr. (Bennington).

226. Coomaraswamy, A. K. "Spiritual paternity" and the "puppet-complex"; a study in anthropological methodology. *Psychiatry*, 1945, 8, 287-297.—Citing as examples the belief of some Pacific and Australian peoples in a spiritual paternity and the "puppet-complex" behavior of the Balinese, the author criticizes the anthropologist for studying primitive peoples in isolation and for "neglecting the possibility or probability that these peculiarities may not be of local origin, but may represent only provincial or peripheral survivals of theories held by some or all of the more sophisticated communities from which the primitive peoples may have declined." 86-item footnote bibliography.—M. H. Erickson (Wayne County Gen. Hosp. & Infirm.).

227. Davies, V. Development of a scale to rate attitude of community satisfaction. *Rur. Sociol.*, 1945, 10, 246-255.—A Likert-style scale was developed with dual-form and split-half reliabilities of above .90. The morale scale of Rundquist and Sletto was found related to an extent of an  $r$  of .52 for non-college adults and .39 for college students. The new scale appears to be a valid tool for work on community satisfaction.—P. R. Farnsworth (Stanford).

228. Duvall, E. M., & Motz, A. B. Are country girls so different? *Rur. Sociol.*, 1945, 10, 263-274.—"The social experience and family adjustments of 403 girls between fourteen and twenty-four years of age were studied by comparing the responses of rural and urban girls to questions in these areas. No significant differences were discovered in fourteen different items including previous happiness in childhood and adolescence, source and wholesomeness of first sex knowledge, number of male and female friends, experiences of going steady and of becoming engaged, and attitudes toward working wives and toward having children. The following differences were observed to be significant: (1) more rural than urban girls received firm and strict disciplining, (2) more urban parents were reported to be inconsistent in their training than rural parents, (3) more urban than rural girls considered their home atmosphere unhappy, (4) more urban than rural girls smoke, (5) more urban girls drink than do rural girls. Further such comparisons are recommended as having fruitful possibilities."—P. R. Farnsworth (Stanford).

229. Duvall, E. M., & Motz, A. B. Age and education as factors in social experience and personal family adjustments. *Sch. Rev.*, 1945, 53, 413-421.—This study of 403 single white girls, ages 14-24, assays their social experience and personal adjustments in the light of chronological age and education level. Comparisons are made for three groups: the younger, less educated girls; older girls of equivalent education; and older girls who have achieved higher educational levels. Age appears to be a determining factor in the type and source of sex education, preference for male friends, becoming affianced, and indulgence in liquor. Significantly larger percentages of better educated girls report recollections of a happy childhood, judge their parents' marriage as happy, and feel that a woman can be happy without marriage. They are less opposed to wives working outside the home after marriage. Unrelated to either age or education are the following factors: home disciplining, number of friends, intensity of desire for children, number of children wanted, and reasons for marriage. It is generally indicated that education is not a predominant factor in influencing either the knowledge or the attitudes that prepare a girl for her role as a woman and as a wife.—R. C. Strassburger (St. Joseph's College for Women).

230. Embree, J. F. *The Japanese nation; a social survey*. New York: Farrar & Rinehart, 1945. Pp. xi + 308. \$3.00.—After a geographical introduction and a brief historical survey of the Meiji restoration, chapters are devoted to the modern Japanese economic, political, social, educational, communicational, familial, and religious systems. The final two chapters deal with certain social forms within Japan and the attitudes toward other national groups. The appendix gives the Japanese constitution, national weights, measures and calendar, as well as a bibliography.—L. M. Hanks, Jr. (Bennington).

231. Farnsworth, P. R. Do scale constructors use the method of equal appearing intervals? *Psychol. Bull.*, 1945, 42, 536.—Abstract.

232. Ferraby, J. G. Planning a Mass-Observation investigation. *Amer. J. Sociol.*, 1945, 51, 1-6.—Much of the work of Mass-Observation, which was founded in England in 1937 by T. Harrison and C. Madge, is concerned with public opinion. A most important problem in opinion survey work is the comparative value of numerical, extensive surveys and more qualitative, intensive surveys. The methods used by Mass-Observation are designed to supplement limited numerical data by qualitative material which assists in the understanding of any figures obtained. This paper attempts to describe the methods used by considering a particular investigation recently completed.—D. L. Glick (Arlington, Va.).

233. Flugel, J. C. *Man, morals and society: a psycho-analytical study*. London; New York: Duckworth; International Universities Press, 1945. Pp. 328. \$4.50.—This is a study of the psycho-analytical concept of the superego and of its relationship to morality and religion. The superego does not become completely ethical and reasonable as the child emerges from the Oedipus phase. Although its ac-

tivity is modified to some extent by its interaction with the conscious ego-ideal, it still retains much of the magical, autistic, and aggressive characteristics of its origin in the unconscious mind. The natural aggression of the child when frustrated by parental restrictions is liable to turn inwards upon the self, as nemesis, and to reinforce parental prohibitions by the dictates of the superego. When these parental restrictions pass over into the moral restrictions and taboos of society, the superego enforces them as the voice of conscience and creates guilty feelings which occur when the restrictions are infringed. But because the superego retains the characteristics of the unconscious mind, its dictates are fierce, punitive, and irrational. They are in turn projected back on to society to form a basis for the aggressiveness and unreasonableness of much traditional morality and of many religious beliefs and customs. But the negative nature of the dictates of the superego may be, to a greater or less degree in certain cases, supplemented and superseded by the more positive and 'loving' standards of the ego-ideal.—M. D. Vernon (Cambridge).

234. Gillin, J. Custom and range of human response. *Character & Pers.*, 1944, 13, 101-134.—The position is taken that customs may be regarded psychologically as habits. Habits are learned tendencies to respond in a predictable manner, but they must be formed from the innate response repertoire of the species. Therefore, culture is limited by innate response capacities. Knowledge of these capacities would be of value in dealing with problems of individual and group adjustments. The present paper is concerned with muscular responses capable of incorporation into human culture and with the responses made on the motivation of one of the basic innate drives, namely, hunger. Numerous references are cited.—M. O. Wilson (Oklahoma).

235. Greenacre, P. Conscience in the psychopath. *Amer. J. Orthopsychiat.*, 1945, 15, 495-509.—The faulty structural development of conscience in a group of psychopaths undergoing private treatment is discussed. The life stories of many psychopaths show a prominent, respected, stern father and an indulgent, frivolous mother. Two case histories which follow this pattern are given in factual detail, illustrating especially the complete emotional impoverishment of the patients.—R. E. Perl (New York City).

236. Hildreth, G. The social interests of young adolescents. *Child Develpm.*, 1945, 16, 119-121.—By analyzing the activities preferred by boys and girls between the ages of 10 and 14 years, the author found evidence to support the general observation that girls mature earlier than boys in social interests which appear to be related to their physiological sex maturation.—L. Long (City College of New York).

237. Kaufman, H. F. Defining prestige rank in a rural community. *Sociometry*, 1945, 8, 199-207.—The 455 families of a village-centered community in central New York were ranked by 14 resident judges according to prestige. Prestige rank is a composite status derived from 10 major statuses of which the more important are considered, by the judges, to be



economic, occupational, and ethnic. Over the range of the 11 prestige classes used in the ratings, the families were distributed approximately normally. Only methodology is discussed; major results are to be published later.—S. B. Williams (U. S. Naval Reserve).

238. Kirkpatrick, C., & Caplow, T. Courtship in a group of Minnesota students. *Amer. J. Sociol.*, 1945, 51, 114-125.—A questionnaire sent to college students asked for data on (1) courtship difficulties, (2) growth patterns in courtship experience, (3) conflict and confusion in love affairs, and (4) the breaking of love affairs as a bereavement experience. In general, mothers approved the beginning of dating more than fathers. Students revealed difficulty in establishing friendships with the opposite sex. Later affairs are increasingly significant for males who feel the double burden of mate-finding and mate-supporting. Some evidence of conflict and confusion appears. Girls showed a marked tendency to report themselves in the conventional role of being sought after. In about half the cases, little or no heartache followed breaking off the affair.—D. L. Glick (Arlington, Va.).

239. La Barre, W. Some observations on character structure in the Orient: the Japanese. *Psychiatry*, 1945, 8, 319-342.—The author reports upon his research and experience among the Japanese internees at the Central Utah Project, War Relocation Authority at Topaz, Utah, 1943. He describes the Japanese personality as highly compulsive, characterized by the traits of "secretiveness, hiding of emotions and attitudes; perseveration and persistency; conscientiousness; self-righteousness; a tendency to project attitudes; fanaticism; arrogance; 'touchiness'; precision and perfectionism; neatness and ritualistic cleanliness; ceremoniousness; conformity to rule; sadomasochistic behavior; hypochondriasis; suspiciousness; jealousy and enviousness; pedantry; sentimentality; love of scatological obscenity and anal sexuality." Each of these traits is separately discussed.—M. H. Erickson (Wayne County Gen. Hosp. & Infirm.).

240. La Violette, F. E. Social psychological characteristics of evacuated Japanese. *Canad. J. Econ. polit. Sci.*, 1945, 11, 420-431.—After a brief account of the status of the Japanese in Canada prior to Pearl Harbor, the article discusses the attitudes developed in these people as the result of their placement in relocation camps.—P. R. Farnsworth (Stanford).

241. Lee, A. M. The analysis of propaganda: a clinical summary. *Amer. J. Sociol.*, 1945, 51, 126-135.—Five interrelated approaches to propaganda analysis are described. These are the (1) societal, (2) social-psychological, (3) communicatory, (4) psychological, and (5) technical. Each also may be viewed as a group of propaganda techniques. Propaganda is viewed not just as the manipulation of verbal and other symbols but more broadly as an inherent part of an individual's or a group's drive to advance what it regards as its own interests. Knowledge of the propagandists' techniques in each of the 5 areas aids the analyst to determine the relationship of the propagandists' goals to those of the groups to which the

analyst is committed, to the analyst's version of social welfare.—D. L. Glick (Arlington, Va.).

242. Lee, A. M. Levels of culture as levels of social generalization. *Amer. sociol. Rev.*, 1945, 10, 485-495.—Because of deficiencies in Sumner's folkways-mores theory, the writer restates and integrates several aspects of a theory of culture: "culture consists of three levels of social generalization from behavioral phenomena." These levels are: (1) the individual level, ranging from practices to habits; (2) the group level, ranging from folkways to mores; (3) the societal level, ranging from conventions to morals or moral principles.—C. N. Cofer (U. S. Naval Reserve).

243. Lewin, K. The Research Center for Group Dynamics at Massachusetts Institute of Technology. *Sociometry*, 1945, 8, 126-136.—S. B. Williams (U. S. Naval Reserve).

244. Lowrey, L. G. [Chm.] Germany after the war. Round table—1945. *Amer. J. Orthopsychiat.*, 1945, 15, 381-441.—Some of the questions discussed are: (1) What characteristic types of behavior do Germans reared in accordance with their traditions and institutions show? (2) How far can the German impulse to make war, and to manifest a brutality which has excited the horror of the whole world, be understood in terms of that behavior? (3) If this type of behavior is not modified, what can we expect will happen in the future? (4) What situations, approaches, and conditions might be utilized to modify it? (5) What situations, approaches, and conditions might be expected to impede such change? (6) What types of behavior do democracies consistently show? (7) How will Americans probably react to various policies concerning Germany? These questions were viewed from a psychocultural approach, and a list of conclusions and recommendations were presented.—R. E. Perl (New York City).

245. Lowy, S. New directions in psychology; toward individual happiness and social progress. New York: Emerson Books, 1945. Pp. xiv + 194. \$3.00.—This book for the general reader is a group of essays in social psychology by a practising psychotherapist and analyst. Twenty-seven chapters cover topics ranging from "children and parents" and "sexuality in its cultural and social aspect" to "what can the psycho-analytical process indicate about social life" and "suggestions on general reform."—S. B. Williams (U. S. Navy Reserve).

246. Miller, H. G. The psychic trauma of becoming part of a group. *Dis. nerv. Syst.*, 1945, 6, 280-282.—"Insecurity always exists when one enters a new group. Some degree of psychic trauma appears unavoidable, because the newcomer must lose some of his more immature pattern in order to accept his new relationship without too much conflict. Whatever one has become dependent upon will hamper this new adjustment. The willingness to accept, very early in life, the feeling of respect for something bigger than one can ever hope to understand seems to be the only attitude that will not constrict future growth and the acceptance of the world of reality."—C. E. Henry (U. S. Naval Reserve).

247. Mills, C. W., & Atkinson, M. The trade union leader: a collective portrait. *Publ. Opin. Quart.*, 1945, 9, 158-175.—Personal information furnished by 203 policy-making CIO and AFL leaders in answer to a mailed questionnaire made possible this statistical analysis. The central tendencies, briefly, are: (1) 83% were born in the United States and these are chiefly from the Northeast regions; (2) average AFL leader is 55 years old, and CIO leader 42; (3) 60% come from laboring families with the CIO leaders from a slightly higher socioeconomic background than the AFL leaders; (4) both groups are more highly educated than is typical of the general population, with the CIO higher than the AFL group; (5) 51% are Protestant, 35% Catholic, 10% have no religious affiliation, and 4% are Jewish; (6) 56% are Democrats and the rest are scattered among the various other parties (42% belonged to a third party in 1925); and (7) the majority worked as laborers in their industries, although there is a trend towards career union leadership in which the man is basically a white-collar worker with a short laboring interim.—H. F. Rothe (Stevenson, Jordan & Harrison, Inc.).
248. Moreno, J. L. Spontaneity test and spontaneity training. *Psychodrama Monogr.*, 1944, No. 4. Pp. 24.—This is a reprint of papers published in 1929, 1936, and 1940 (see 15: 2304).—S. B. Williams (U. S. Naval Reserve).
249. Mukerjee, R. The meaning and evolution of art in society. *Amer. sociol. Rev.*, 1945, 10, 496-503.—This essay describes the functions and significance of art in society and its development.—C. N. Cofer (U. S. Naval Reserve).
250. Pearse, I. H. The Peckham experiment. *Eugen. Rev.*, 1945, 37, 48-55.—A small family club in South London, to which came families of different cultural levels, ran for 3 years and disclosed findings important enough to justify its reopening 5 years later. The second club offered varied recreational activities, periodic health check-ups, and family consultations. Observers noted individual and social behavior patterns in recreation, courtship, marriage, pregnancy, child-rearing and family adjustment. Of the 3,911 individuals of both sexes and all ages, 90% were found to have pathological disorders. Of the 10% unaffected, 4% were female, 16% male. Of the unaffected females, a relatively high proportion were under 15 years. Practically no woman of child-bearing age was free from disorder. Information, without advice, was given to the family units, and a sense of self-responsibility for getting corrective treatment was seen to emerge from nearly all. Parents began to grasp that health was a progressive unfolding of potentialities for development. Biological knowledge was democratized. Such deep-seated changes in family outlook and action were found to take place that research into the potency of environment on family life was considered urgent. The appropriate area for beginning eugenic research and practice is when adolescents are moving into the courtship phase. Techniques used in this experiment afford a field for exploration and a means of applying eugenic principles to the public need.—G. C. Schweisinger (War Relocation Authority).
251. Price, B. Maintaining a healthy public opinion. *Publ. Opin. Quart.*, 1945, 9, 140-144.—H. F. Rothe (Stevenson, Jordan & Harrison, Inc.).
252. Robinson, D., & Rohde, S. A public opinion study of anti-semitism in New York City. *Amer. sociol. Rev.*, 1945, 10, 511-515.—Attitudes of a representative sample of 1,165 persons were ascertained on questions concerning the honesty of Jewish business men and on questions as to whether too many Jews hold government offices and whether Jews have too much power in the United States. Significant differences were found between the Jewish and non-Jewish members of the sample. Further analyses of the data were made with respect to variables such as the education, religion, economic status, and other characteristics of the respondents.—C. N. Cofer (U. S. Naval Reserve).
253. Rose, A. M. A research note on experimentation in interviewing. *Amer. J. Sociol.*, 1945, 51, 143-144.—Verbal experimentation, designed by the interviewer during the course of the interview, offers numerous possibilities in the exploration of attitudes and their bases and premises. Although the experimental interview cannot provide a statistical description of the distribution of attitudes in a group (as can the questionnaire), it can furnish information useful in making the questions realistic and in interpreting the answers.—D. L. Glick (Arlington, Va.).
254. Saenger, G. H. Social status and political behavior. *Amer. J. Sociol.*, 1945, 51, 103-113.—Social status, as described by income and religion, largely determines a person's vote and other aspects of his political behavior. The voting trend in New York City over a long period appears to be a function of social status. Group membership is more important than party platforms or exposure to propaganda in determining the voter's choice. Where the voter's opinion conflicts with the established party line, the party program is interpreted in terms of the individual's own desires and beliefs. Those least aware of differences between the parties and least convinced that the outcome of the election will affect them personally are most likely to change parties.—D. L. Glick (Arlington, Va.).
255. Smith, M. Social situation, social behavior, social group. *Psychol. Rev.*, 1945, 52, 224-229.—Each of the terms is defined. Social situation has the most extensive reference of the three concepts and is also more inclusive than social behavior. In general, the referends of the three terms dealt with are of different but over-lapping character. There is no entirely satisfactory answer to the question of the relative extensiveness of their referends. If reduced to a quantitative basis, the answer could be obtained. But in such a case, the meanings they possess would be violated and would eliminate their value in analysis of social phenomena.—M. A. Tinker (Minnesota).
256. Solomon, P., & Winfield, M. C. Needs and problems of military women in readjusting to civilian life. *Amer. J. Orthopsychiat.*, 1945, 15, 454-462.—The authors discuss some of the advantages and disadvantages for women of living in a barracks, wearing a uniform, etc. Whether the return to civilian



life will be easy or difficult depends in great part on the adjustment of the woman before enlistment and her adjustment to the military way of life.—*R. E. Perl* (New York City).

257. Sperry, W. L. [Ed.] *Religion in the post-war world. III. Religion and our racial tensions.* Cambridge: Harvard University Press, 1945. Pp. ix + 106. \$1.50.—The present volume considers the interracial problems of this country which have been accentuated by the war. Five chapters discuss the myth of race, our political and religious right to be different, the relation of Christianity to the colored peoples, the effect that the mixture of nationalities has had on religion in this country, and various agencies of interracial co-operation.—*G. S. Speer* (Illinois Inst. Tech.).

258. Stott, L. H. *Family prosperity in relation to the psychological adjustments of farm folk.* *Rur. Sociol.*, 1945, 10, 256-263.—The relations between family prosperity and psychological adjustment were obtained by the use of a number of formal tests and scales and of more informal questionnaires, among which were Ingersoll's Levels of Living Scale, California Test of Personality, Every Day Life Scale, and a newly devised Family Morale Scale. It was found that "successful operation of the farm as reflected in material possessions and cultural advantages in the home, as well as the general quality and condition of farm buildings and equipment, is a factor of some importance in the personality adjustments of both parents and children."—*P. R. Farnsworth* (Stanford).

259. Thorndike, E. L. *On Orr's hypothesis concerning the front and back vowels.* *Brit. J. Psychol.*, 1945, 36, 10-13.—An analysis of the suggestions of smallness or largeness given by nearly 2000 English monosyllables containing front vowels (i as in pin) and back vowels (a, o, u, etc.) supports Orr's hypothesis that the front vowels are much more frequently associated with smallness and the back vowels with largeness. But the relationship did not appear to hold with small samples of Greek, Hungarian, and Finnish words which were also analyzed; thus English seems to be rather a special case in this respect. (See 19: 489.)—*M. D. Vernon* (Cambridge).

260. Verin, O. *Racial attitudes of Negro clients.* *Smith Coll. Stud. soc. Work*, 1945, 16, 1-25.—Case records of 60 Negro patients in a Northern child-guidance center were examined for attitudes of parents on racial questions and the effects of these attitudes on the worker-client situation. The following attitudes are recognized, examples are given, and the significance of each is discussed: open hostility, rejection of race, acceptance or submission, praise of white people, pride in race, and avoidance.—*M. R. Jones* (U. S. Naval Reserve).

261. Waites, J. A. *An inquiry into the attitudes of adults towards property in a Lancashire urban area.* *Brit. J. Psychol.*, 1945, 36, 33-42.—A group of 250 adults, aged 21-70, were asked to arrange in order the seriousness of lending, damaging, and stealing various articles of personal and public property. The order was found to depend on the amount of ego-involvement which the articles possessed, i.e., their

nearness to the self. The relationship between the object and the self seemed to be fundamentally an animistic one. Thus diaries, letters, and objects belonging to dead persons were closely involved. Public property on the other hand was put low on the lists, particularly when there was a contrast between 'we' and 'ours,' and 'they' and 'theirs,' e.g., the property of the local mill-owners. Graphs showing the results for differences of age, sex, rateable values, and occupations reveal that the entire population sampled were in fundamental agreement as to the placement of the various items listed. But contrasting results from other counties showed differences of attitude which suggested local patterns of choice. It seems that the factors determining which objects we select for possession and which we reject depend upon a local culture pattern, modified by individual differences. Thus attitudes towards property will change with changes of culture.—*M. D. Vernon* (Cambridge).

262. Weltfish, G., & others. *Racial and religious prejudice in everyday living.* *J. soc. Issues*, 1945, 1, Nos. 1 & 2.—Typical problems relating to attitudes of majority to minority groups are presented. Negro, Jewish, Catholic, and Japanese minority problems constitute the body of the material. There is also an introduction synthesizing the judgments of social scientists on the general causes of prejudice and a concluding statement by the editor offering specific techniques for overcoming the difficulties.—*L. M. Hanks, Jr.* (Bennington).

[See also abstracts 101, 129, 131, 152, 170, 185, 192, 194, 272, 287, 293, 305, 316, 350, 354.]

## CRIME AND DELINQUENCY

263. Foulds, G. *Frustration types among mental defective juvenile delinquents.* *Brit. J. Psychol.*, 1945, 36, 29-32.—In a group of 45 mental defective juvenile delinquents, it was possible to reach substantial agreement as to the dominant type of reaction to frustration of each individual: 35½% were classified as extrapunitive, 22% as intropunitive, and 42½% as impunitive. The mean IQ's were: extrapunitive, 75; intropunitive, 73; impunitive, 57. The impunitives showed the highest rating for emotional stability. The extrapunitive-paranoid, intropunitive-obsessional, and impunitive-hysterical associations were substantially confirmed. The different psychoneurotic groups showed no significant differences between their mean IQ's, but it seemed that on the whole the hysterics were the least intelligent.—*M. D. Vernon* (Cambridge).

264. Franklin, J. C. *Discriminative value and patterns of the Wechsler-Bellevue Scales in the examination of delinquent Negro boys.* *Educ. Psychol. Measmt.*, 1945, 5, 71-85.—The Wechsler-Bellevue scales were administered to 276 institutionalized delinquent Negro boys. An investigation of the discriminative values of the subtests is described.—*S. Wapner* (Rochester).

265. Reinemann, J. O. The problem of the feeble-minded and the defective delinquent child in Philadelphia. *Amer. J. ment. Def.*, 1945, 49, 488-497.—This paper is concerned with feeble-minded and defective delinquent children in Philadelphia from the viewpoint of the Municipal Court. The procedure for handling feeble-minded, epileptic, and defective delinquent children in the Juvenile Division of the Court is described. A history of the study of the feeble-minded is also given, together with the findings and recommendations contained in a report by a special committee appointed to study the problem.—S. B. Sarason (Southbury Training School, Conn.).

266. Stern, M. Some differences between neurotic delinquents and other neurotic children. *Smith Coll. Stud. soc. Work*, 1945, 16, 62-81.—The case records of 20 children of each type were matched for age and sex and then reviewed. The delinquents tended to be more active, energetic, outgoing; aggressive, and healthier. The nondelinquent neurotics tended to be more introverted, solitary, submissive, and unhealthy. Parental rejection and neglect were more common in the delinquent group; overprotection and overconcern, in the nondelinquent group.—M. R. Jones (U. S. Naval Reserve).

267. Tabio, E. El menor delincuente. (The minor delinquent.) *Criminalia, Méx.*, 1945, 11, 401-413.—In virtually all civilized countries, persons aged 18 or over are assumed to be normally responsible for criminal acts. The Mexican penal code extends this assumption downward to age 12, and elsewhere the practice varies. This age is too young, particularly in cases of crimes against property as distinguished from crimes of violence against persons. What is needed is more adequate recognition of the transitional psychology of the adolescent. It is extremely difficult to find any one inclusive formula by which to fix criminal responsibility.—H. D. Spoerl (Jeffersonville, Vt.).

268. Van Tuyl, M. C. Certain aspects of 551 cases brought before the separate women's Court of San Francisco. *Psychol. Bull.*, 1945, 42, 536.—Abstract.

269. Wiers, P. Wartime increases in Michigan delinquency. *Amer. sociol. Rev.*, 1945, 10, 515-523.—A review of delinquency rates in Michigan during peacetime and parallel information on indices of business activity show that delinquency is greater during prosperity than during periods of business retardation. From these data it is concluded that increased economic activity (as well as population growth) accounts for the 40% increase in Michigan delinquency rates since 1939 and that there is no necessity to appeal to a possible "wartime breakdown of moral standards."—C. N. Cofer (U. S. Naval Reserve).

[See also abstracts 45, 191.]

#### INDUSTRIAL AND PERSONNEL PROBLEMS

270. Adams, J. C., Groesbeck, B., Jr., & DuBois, E. F. Medical activities in Naval aviation. *J. aero. Sci.*, 1944, 11, 63-66.—This is a general survey of research on problems in aviation medicine. The

following topics are discussed: the medical and psychological selection and training of personnel; the effects of cold, oxygen lack, and decreased barometric pressure at altitude; night vision; pilot fatigue; human factors in the operation of aircraft; and crash hazards.—A. Chapanis (U. S. Army Air Forces).

271. Altus, W. D. The adjustment of Army illiterates. *Psychol. Bull.*, 1945, 42, 461-476.—The validity of a short, orally administered adjustment test in an Army Special Training Center is demonstrated in two ways. The two criteria of validity were (1) the trainee's type of disposition and (2) the number of times the Army physicians could find nothing organically wrong with a trainee who reported himself as ill.—S. Ross (U. S. Naval Reserve).

272. [Anon.] Age of American military leaders. 3. The Army. *Statist. Bull. Metrop. Life Insur.*, 1945, 26, No. 8, 2-4.—The average age of the 1,539 generals in the U. S. Army on July 1, 1945, was 51.4 years. The promotion of younger men to positions of responsibility has been common practice, particularly in the Air Forces where the average age of generals is just short of 47 years.—G. S. Speer (Illinois Inst. Tech.).

273. Balinsky, B. Vocational counseling in rehabilitation. *Bull. Menninger Clin.*, 1945, 9, 98-106.—This paper gives a picture of a vocational counseling project set up through the Vocational Advisory Service of New York in a public employment office and presents principles developed in the course of the project. The topics discussed are: the interview, the use of psychological tests, co-operation between vocational counselors and the employment office, the use of outside facilities, and the need for research.—W. A. Varvel (Texas A. & M.).

274. Bartelme, P. F. Civilian testing, California Quartermaster Depot. *Psychol. Bull.*, 1945, 42, 536.—Abstract.

275. Benson, O. O., Jr., Dill, D. B., & Lovelace, W. R., II. Medical activities in military aviation. *J. aero. Sci.*, 1944, 11, 21-24; 66.—This is a general survey of the contributions of aviation medicine to problems of military flying. The following topics are discussed: (1) the medical and psychological selection of personnel in all categories; (2) training and indoctrination of flying personnel; (3) physical and psychological maintenance of flying personnel; (4) human requirements in the design and operation of aircraft; and (5) special problems, e.g., night fighting, ditching, occasioned by the tactical requirements of this war.—A. Chapanis (U. S. Army Air Forces).

276. Berdle, R. F. Range of interests. *J. appl. Psychol.*, 1945, 29, 268-281.—This study concerns the possibility of selecting potential psychological misfits at the beginning of military training by considering the relationship between range of interests and military adjustments. Lists of items were presented orally and in printed form to normal recruits and to discharged cases. It was found that interests are rather stable in comparable groups and that restricted ranges of interests are related to



unfavorable prognosis of military adjustment. This method may be used as a screening device. It is not in itself a sufficient psychiatric screening technique and should be supplemented at least by personal interviews.—*H. Hill* (Indiana).

277. Bolanovich, D. J., & Goodman, C. H. A study of the Kuder Preference Record. *Educ. psychol. Measmt.*, 1944, 4, 315-325.—An investigation was made of possible use of the Kuder Preference Record in selection and its use in counseling and placement. "(1) On the basis of the correlations with total grade averages, the Kuder Preference Record does not appear to be a promising selection device for predicting course achievement of female engineering Cadettes. It does, however, show some promise as a device for eliminating those who would be likely to drop out before completion of the course. (2) The Kuder scores afford some indications that can be helpful in counseling and placement, especially in a situation where there is a variety of job openings."—*S. Wapner* (Rochester).

278. Brainard, P. P., & Brainard, R. T. The Brainard occupational preference inventory. New York: Psychological Corporation, 1945. Inventory booklet, 1-9 copies, \$0.25 each; 50 record forms, \$3.75; specimen set, \$0.50.—The Brainard Occupational Preference Inventory is a self-administering inventory which makes possible a systematic study of a person's interests. The subject expresses his degree of preference for 140 occupations which are described in sentence form, scoring his own answers. After the subject fills in several of the analytical and summary sections in the Record Form, he is ready to discuss the self-recorded data with the counselor. The occupational preferences are divided into 28 occupational sections combined into 7 major occupational fields: commercial, personal service, agriculture, mechanical, professional, esthetic and scientific. Norms are presented for sections and fields.—*C. Orbach* (New School).

279. Brody, M. The dynamics of mental hygiene in industry. *Ment. Hyg., N. Y.*, 1945, 29, 371-384.—The psychiatrist can help industry by detecting the unemployables and by assisting in job placement and in the handling of the emotionally handicapped. Many persons previously thought unemployable, even certain psychotics, can be of use in industry. Emotional assets must be assayed. The psychiatrist's relations with supervisors are crucial, for the supervisors set the morale for the job. The final task of the industrial psychiatrist is the handling of psychiatric emergencies.—*W. L. Wilkins* (U. S. Naval Reserve).

280. Brugger, H. Concepto y alcances de la psicología aplicada y de la psicotécnica. (Scope and achievements of applied psychology and psychotechnics.) In *Mouchet, E., Temas actuales de psicología normal y patológica*. Buenos Aires: Editorial Médico-Quirúrgica, 1945. Pp. 165-188.—The author reviews the problems, methods, and results of applications of psychology in the fields of vocations, industrial employment and practices, training, educational measurement, occupational

therapy, and social relationships. Recent work in Argentina is stressed. 32-item bibliography.—*H. D. Spoerl* (Jeffersonville, Vt.).

281. Coleman, J. H. The visual skills of precision instrument assemblers. *J. consult. Psychol.*, 1945, 9, 165-170.—This study, one of a series of investigations to determine the minimum visual skills essential to perform satisfactorily the various types of work done in the production of precision instruments, indicates a significant relationship between the visual skills and proficiency in assembly work. The pattern of visual skills which best distinguishes between successful and least satisfactory assemblers is acceptable by clinical standards and is practical as a standard for the selection and placement of assemblers.—*S. G. Dulsky* (Chicago, Ill.).

282. File, Q. W., & Remmers, H. H. How supervise? Forms A and B. New York: Psychological Corporation, 1945. 25 copies, \$2.00; specimen set, \$0.30.—The questionnaire is designed to measure an industrial supervisor's knowledge and insight regarding human relations in industry. There are 70 items in each form, grouped under Supervisory Practices, Company Policies, and Supervisor Opinions, and the problems presented are related to situations common to most industrial concerns. Individual items are included in the test on the basis of their ability to discriminate between supervisors making high scores and low scores. The reliability of the combined scores on both tests is .86 and for the single form, .76. Two validity studies indicate significant improvements between scores made before and after supervisory training courses.—*C. Orbach* (New School).

283. Forlano, G., & Kirkpatrick, F. H. Intelligence and adjustment measurements in the selection of radio tube mounters. *J. appl. Psychol.*, 1945, 29, 257-261.—The Otis Self-Administering Test, Form B, and parts of the Bell Adjustment Inventory and the Washburne Social Adjustment Inventory were used in conjunction with supervisory ratings in predicting the job success of 20 radio tube mounters. It was found that the poorer workers tended to make low intelligence scores, although the better workers were not otherwise distinguishable by their scores. Social adjustment scores corresponded rather well with supervisory ratings.—*H. Hill* (Indiana).

284. Fulton, J. L. A brief statement concerning the effectiveness of the Humm-Wadsworth Temperament Scale. *Psychol. Bull.*, 1945, 42, 539.—Abstract.

285. Harrell, T. W. Applications of psychology in the American Army. *Psychol. Bull.*, 1945, 42, 453-460.—The author discusses the role of psychology in terms of its actual and potential contributions to the Army; "because of shortcomings in organization and in personnel the contributions of Army psychology have not been nearly as great as is possible." Psychology has contributed the most to personnel classification and selection. Recommendations for improving the effectiveness of psychology are made.—*S. Ross* (U. S. Naval Reserve).

286. Hunt, E. P., & Smith, P. Vocational psychology and choice of employment. *Occup. Psychol., Lond.*, 1945, 19, 109-116.—This is a report of a study of the value of the use of tests in vocational guidance. The study includes 603 children followed over a 4-year period, and 1,639 children followed over a 2-year period. Approximately half of each group were tested, and the other half placed without the use of tests. The number of positions held, suitability, and accordance with advice were considered. The use of scientific methods in vocational guidance is shown to improve the advice given, and children placed in accordance with the advice are happier, more permanent, and of greater value to their employers.—G. S. Speer (Illinois Inst. Tech.).
287. Jacobs, J. H. The application of sociometry to industry. *Sociometry*, 1945, 8, 181-198.—Seventeen girls working in the same office were asked individually, by means of a questionnaire, to name those with whom they would prefer to work in close proximity. The tabulated results of the preferences revealed certain attractions and repulsions among the girls which were not known to the management of the firm but which nevertheless probably affected office morale and productivity.—S. B. Williams (U. S. Naval Reserve).
288. King, J. J. Comments on "discharged war veterans." *J. consult. Psychol.*, 1945, 9, 191-193.—See 18: 2915.—S. G. Dulsky (Chicago, Ill.).
289. Kvaraceus, W. C., Durost, W. N., & McClelland, R. F. Civilian testing in the Quartermaster Corps. *Educ. psychol. Measmt.*, 1945, 5, 17-31.—The development of a testing program for civilians in the Quartermaster Corps is described. The functions of the testing units set up for this purpose include: (1) the selection of appropriate batteries in terms of job requirements, (2) administration of scoring interpretation of tests, (3) carrying on testing surveys, (4) conducting research to establish local norms and determine the validity of experimental tests, and (5) co-ordination of testing with other personnel activities.—S. Wapner (Rochester).
290. Macdonald, G. L. Measuring progress in radio training. *J. appl. Psychol.*, 1945, 29, 301-312.—Two forms of radio achievement test were constructed and administered to 1,156 subjects comprising 3 main groups (high school, high school graduate, and college levels) at 3 stages of training. The test was found to have odd-even reliability coefficients ranging from .67 to .94, and appears valid to the author because it differentiates between levels of specialized radio training. The test is thus acceptable for group prediction of training progress.—H. Hill (Indiana).
291. Miles, W. R. Psychological aspects of military aviation. *Amer. Scientist*, 1945, 33, 232-241.—See 19: 2718.—L. A. Riggs (Brown).
292. Minton, J. The one-eyed worker. *Brit. J. Ophthalmol.*, 1945, 29, 472-476.—An attempt is made to define the position of one-eyed men and women in the labor market and to list the jobs they should undertake. A variety of industries employ one-eyed workers and are satisfied with their efficiency and accident record. Those who have lost an eye since childhood appear to have few difficulties in adjusting to work. Workers who lose an eye as an adult, however, have more difficulty in readjusting to working conditions, especially if the dominant eye is lost. Psychological factors, such as fear and lack of confidence, are involved as well as compensation and litigation difficulties. When the original job is lost because of eye injury, many workers drift into other occupations. Suitable jobs for one-eyed persons are listed.—M. A. Tinker (Minnesota).
293. Noland, E. W. Worker attitudes and industrial absenteeism: a statistical appraisal. *Amer. sociol. Rev.*, 1945, 10, 503-510.—The author's purpose is primarily to present the statistical methodology used in determining the relative importance of factors associated with absenteeism in one industrial plant. Usable questionnaires were returned by 54% of the workers in the plant. Eight attitudinal areas, e.g., comfort at job, were established and were found to be quantifiable as scales. Scores on these scales were then correlated with the criterion, and the relative importance of an area was determined from its contribution to the multiple correlation coefficient. The most important attitudinal areas in causing absenteeism were found to be job satisfaction and the workers' opinion of management's efficiency. Of the strictly factual data from the questionnaire, education and age were most closely related to absenteeism.—C. N. Cofer (U. S. Naval Reserve).
294. Pennington, L. A. The psychologist's duties in the Naval disciplinary barracks. *J. consult. Psychol.*, 1945, 9, 186-190.—Psychologists are assigned to disciplinary units to work in conjunction with medical officers in the examination and study of either short-term or long-term prisoners. The following functions are performed: administration and interpretation of intelligence tests; interviewing of prisoners and recording impressions of intelligence, personality, and adaptation to military service; assisting the psychiatrist in classifying each prisoner into groups for housing and segregation purposes; assisting in placement of prisoners in work and educational programs; and advising military boards regarding disposition of cases.—S. G. Dulsky (Chicago, Ill.).
295. Psychological Corporation. The Psychological Corporation general clerical test. New York: Psychological Corporation, 1945. 25 copies, \$3.25; specimen set, \$0.30.—Designed as a general differential test, this test can be used for selecting employees for all types of clerical work. Subscores for different types of clerical abilities are obtained. Parts I and II (Subtotal I) measure clerical speed and accuracy; Parts III, IV, and V (Subtotal II), numerical ability; and Parts VI, VII, VIII, and IX (Subtotal III), verbal facility. Two factorial studies have yielded results agreeing with the theoretical divisions of the test, except for a factor of English proficiency (rather than speed and accuracy) in one of the studies.



Tentative norms are available for each subtotal and for the total score for different occupational groups and for high school students.—C. Orbach (New School).

296. Rodger, A. The work of the Admiralty psychologists. *Occup. Psychol., Lond.*, 1945, 19, 132-139.—A brief description is given of the personnel, tests, and procedures used by psychologists of the Royal Navy in the selection and placement of recruits. The value of the procedures is indicated by the reduction of training failure rate from 14.7% to 4.7%.—G. S. Speer (Illinois Inst. Tech.).

297. Smith, I. S. Developing a service rating system. *Educ. psychol. Measmt.*, 1944, 4, 327-337.—The "San Francisco System" of rating employees performance in use in the Civil Service Commission is described. In addition, other representative rating plans in use are reviewed.—S. Wapner (Rochester).

298. Solby, B. The mental hygiene of industry and reconversion: a theory of mental hygiene in industry. *Ment. Hyg., N. Y.*, 1945, 29, 353-371.—The individual's participation in the social act develops from an emphasis on emotional relationships, into and over the formation of role patterns, to the participation in the social act through productivity. Disintegration, or mental illness, results from inadequate attempts to participate in the actions of one's group, such failure being due to faulty orientation, deficiency in aptitudes, or situational conflicts. Jobs have psychological value, as they contribute to economic security, emotional satisfactions, the expression and fulfillment of specific abilities and allow role value. Faulty job adjustment is attributed to arrestment of or regression to role level.—W. L. Wilkins (U. S. Naval Reserve).

299. Staff, Personnel Research Section, Classification and Replacement Branch, The Adjutant General's Office. Personnel Research Section, the Adjutant General's Office: development and current status. *Psychol. Bull.*, 1945, 42, 445-452.—This report summarizes the evolution of the Personnel Research Section during the past two years. A discussion of problems arising in 1943, the organization from 1943-44, and the present organization is presented.—S. Ross (U. S. Naval Reserve).

300. Staff, Test and Research Section, Training, Standards and Curriculum Division, Bureau of Naval Personnel. Psychological testing and research in the Bureau of Naval Personnel: work of the Navy's Test and Research Section. *Psychol. Bull.*, 1945, 42, 433-444.—The organization and a list of personnel of the Test and Research Section within the Bureau of Naval Personnel are given, with a description of the development of the program, the accomplishments, and the various tests used for qualification, selection, and classification. A list of research studies on Naval personnel and training programs is presented.—S. Ross (U. S. Naval Reserve).

301. Steer, M. D. Speech intelligibility in naval aviation. *J. Speech Disorders*, 1945, 10, 215-219.—Voice communication is of great importance both during flight instruction and under combat conditions. Research and development have centered

around 4 basic elements: the text, the speaker, the transmission system, and the listener. Methods and results of investigation are discussed.—F. W. Finger (Virginia).

302. Truog, W. E., Jr. New development for fire motor driver examination. *Educ. psychol. Measmt.*, 1944, 4, 339-342.—A road test for fire motor drivers is described. Five tasks are included in the test: (1) driving on a straight line, (2) gauging space when steering in close limits, (3) stopping the car smoothly in 40 feet while going 20 miles an hour, (4) stopping the car with the front wheel exactly on a cross painted on the street, and (5) parking the car against the curb in a regulation parallel parking.—S. Wapner (Rochester).

303. Tugman, R. E. Safety propaganda. *Occup. Psychol., Lond.*, 1945, 19, 148-154.—Most industrial accidents can be classified as due to one of the following factors: physical or mechanical hazards; physical or mental disability; laziness or fatigue; preoccupation or lack of attention; ignorance, lack of experience, or lack of skill; and misconduct. The author discusses the use of safety propaganda in each of these classes and contrasts the interest of management with that of workers.—G. S. Speer (Illinois Inst. Tech.).

304. Viteles, M. S. Research in aviation psychology. *Trans. N. Y. Acad. Sci.*, 1945, 7, 220-235.—This describes some of the work of the NRC Committee on Selection and Training of Aircraft Pilots that began in 1939. Selection methods based on interview, paper-and-pencil tests, psychomotor tests, and physiological measures are discussed. One early problem was the improvement of criteria of flight performance, involving standard flights, check sheets, and automatic recording devices. The discovery of variability of methods of instruction led to the development of uniform descriptive study sheets for the students and a manual of standardized pattern for the instructor. Further problems investigated have included the effect upon performance of noise and vibration, the prevention of airsickness, accident control, and tension.—F. W. Finger (Virginia).

305. Weckler, J. E. Prejudice is not the whole story. *Publ. Opin. Quart.*, 1945, 9, 126-139.—The resistance to the upgrading of Negro traction employees in Philadelphia and Los Angeles and, on the other hand, the smoothness of the upgrading program in Chicago cannot be attributed to racial prejudice as such. To a large degree, the differences in labor-management relations in the companies involved account for the varied experiences. The general social milieu in the three cities is similar, but the relations within the various unions concerned, within the various managements concerned, and between these two factions are vastly different. The author considers that the cloak of racial prejudice has been used to cover faulty industrial relations and faulty internal politics in the two cities.—H. F. Rothe (Stevenson, Jordan & Harrison, Inc.).

306. Wells, H. Differences between delinquent and non-delinquent boys as indicated by the Thematic Apperception Test. *Psychol. Bull.*, 1945, 42, 534.—Abstract.

307. Weston, H. C. Characteristics of vision in fine work. *Brit. med. J.*, 1944, 1, 539.—The fitting of workers employed in fine processes with special convex glasses with suitable prisms resulted in increased production and greater subjective feelings of comfort. The increases were greater for workers with errors of refraction or muscle balance.—*D. Schneider* (Wisconsin).

[See also abstracts 12, 47, 97, 142, 218, 247, 286, 332, 341.]

#### EDUCATIONAL PSYCHOLOGY

(incl. Vocational Guidance)

308. Blackwell, A. M. A list of researches in educational psychology and teaching method. Part V. *Brit. J. educ. Psychol.*, 1945, 15, 93-100.—This list of titles of researches presented for higher degrees of British universities from 1918 to the present day completes the index (see 18: 1214, 2559; 19: 241, 1338).—*R. C. Strassburger* (St. Joseph's College for Women).

309. Bott, E. A. Notes on problems of selection and training in war and peace. *Occup. Psychol.*, Lond., 1945, 19, 117-120.—The education of youth is a form of conscription. The author compares it with conscription for military service, and points out that classification for training is desirable. Two questions are raised: (1) How should educational classification be done? (2) By whom is it to be done? These are questions to which psychologists should give thought.—*G. S. Speer* (Illinois Inst. Tech.).

310. Burt, C. The reliability of teachers' assessments of their pupils. *Brit. J. educ. Psychol.*, 1945, 15, 80-92.—The relative merit of teachers' estimates of pupil aptitude versus tests and examinations as methods for determining the appropriate type of secondary education for the individual pupil is the object of discussion in this paper. Reliability, here understood as freedom from errors of measurement, can be determined from a single test application. It is asserted as a fundamental principle in dealing with the reliability of examination marks that "the empirical mark is the sum of two independent factors, the true value of the mark and the error of measurement." Reliability may thus be measured by analyzing variance and may be expressed as the ratio of the true variance to the total variance. Provisionally available data indicate that teachers' estimates are far less reliable than tests for the measurement of intellectual abilities and special aptitudes. In the case of educational achievement, there is little difference, while moral qualities may be more reliably assessed by teachers' ratings. Merely increasing the number of independent judgments up to 4 or 5 will improve low reliability, with little gain thereafter. A detailed example illustrates the calculation of reliability by analysis of variance and demonstrates the closeness of agreement with the results obtained by the ordinary correlational procedure.—*R. C. Strassburger* (St. Joseph's College for Women).

311. Crawford, A. B., & Burnham, P. S. Trial at Yale University of the Armed Forces Institute Gen-

eral Educational Development Tests. *Educ. psychol. Measmt.*, 1944, 4, 261-270.—An experiment was conducted on the civilian freshman class at Yale University to evaluate the Armed Forces Institute General Educational Development Tests. These tests were compared with the College Entrance Examination Board tests, and first-term grades at Yale. The analysis showed that the A.F.I. tests have promise of being acceptable as alternates for College Board Examinations in favorable subjects. The A.F.I. total score correlated as well with freshman first-term averages as did the average of all College Board tests.—*S. Wapner* (Rochester).

312. Evenden, E. S. [Chm.] Helping teachers understand children. Washington, D. C.: American Council on Education, 1945. Pp. xv + 468. \$3.50.—This volume is a report prepared by the Staff of the Division on Child Development and Teacher Personnel. A description of the behavior of a number of children is presented, with an analysis of the forces underlying that behavior as seen through the eyes of both teachers and teaching principals. The outstanding topics include what it means to understand a child, the help of the psychologist, studying a personality through time, the interaction of children in a group, and factors that influence morale. Major deterrents to learning and adjustment include the attempt to train children directly in adult patterns of behavior. The teacher should become a personnel worker and scientific diagnostician. Major reasons for present inadequacies reside in the fact that courses in educational psychology and child development in the pre-service education of teachers are limited in the range of knowledge covered.—*G. E. Bird* (R.I. College of Education).

313. Fingermann, G. La orientación profesional y sus fundamentos científicos. (Vocational guidance and its scientific basis.) In *Mouchet, E., Temas actuales de psicología normal y patológica*. Buenos Aires: Editorial Médico-Quirúrgica, 1945. Pp. 221-241.—In Argentina, as elsewhere, the disproportionate increase of those seeking higher education has complicated the vocational picture and makes scientific guidance increasingly necessary. Psychological techniques are of great assistance, especially in the measurement of aptitudes. Practical use of such techniques should take sufficiently into account economic changes, such as fluctuations in labor demand.—*H. D. Spoerl* (Jeffersonville, Vt.).

314. Ford, E. K. Vocational guidance. Toronto; Boston: Ryerson Press; Humphries, 1943. Pp. 79. \$0.60; \$0.75.

315. Fowler, F. M. Selection of students for vocational training. *U. S. Off. Educ. voc. Div. Bull.*, 1945, No. 232. Pp. iv + 156.—The guidance program is an administrative responsibility in which opportunities for all and adequate individual choice must be provided. Analyzed in detail are the determination of individual characteristics, including abilities and limitations, the personal inventory involving the interview, counseling and follow-up procedures. Over half of the bulletin consists of selected references, record forms, charts and tables, check and profile



sheets, personal reports and follow-up plans, and a list of schools included in the study.—G. E. Bird (R.I. College of Education).

316. Glassey, W. The attitude of grammar school pupils and their parents to education, religion and sport. *Brit. J. educ. Psychol.*, 1945, 15, 101-104.—Abstract.

317. Hawk, S. S. Visual and auditory factors in a group of gifted children. *Psychol. Bull.*, 1945, 42, 538.—Abstract.

318. Henderson, M. T., Crews, A., & Barlow, J. A study of the effect of music distraction on reading efficiency. *J. appl. Psychol.*, 1945, 29, 313-317.—"Popular music distracted a group of subjects significantly on the paragraph section of the Nelson-Denny Reading Test. Classical music showed no evidence of distraction in either the vocabulary or paragraph section of the test, nor did the popular music show evidence of distraction upon vocabulary."—H. Hill (Indiana).

319. Hutson, P. W. Selected references on guidance. *Sch. Rev.*, 1945, 53, 426-431.—The list includes 47 annotated titles of 1944-1945.—R. C. Strassburger (St. Joseph's College for Women).

320. Johnson, P. O., & Tsao, F. Factorial design and covariance in the study of individual educational development. *Psychometrika*, 1945, 10, 133-162.—This is the report of the application of the principles of factorial design to an investigation of individual educational development. The specific type of factorial design formulated was a  $2 \times 3 \times 3 \times 3$  arrangement, that is, the effect of sex, grade location, scholastic standing, and individual order, singly and in all possible combinations, was studied in relation to educational development as measured by the *Iowa Tests of Educational Development*. An application of the covariance method was introduced which resulted in increased precision of this type of experimental design by significantly reducing experimental error. The two concomitant measures used to increase the sensitiveness of the experiment were initial status of individual development and mental age. Without these statistical controls all main effects and two first-order interactions would have been accepted as significant. With their use only sex (doubtful), scholastic standing, and individual order demonstrated significant effects. The chief beauty of the analysis of variance and covariance as an integral part of a self-contained experiment is demonstrated in the complete single analysis of the data. The methods illustrated and explained in this study and modifications and extensions of them are capable of very wide application.—(Courtesy *Psychometrika*).

321. Kaufman, S. H., & Clark, R. A. Value of civilian psychiatric consultation for Army university cadets. *Amer. J. Orthopsychiat.*, 1945, 15, 489-494.—Several examples are given to illustrate the way in which a state mental health clinic has been used in co-operation with a university student health service to diagnose emotional problems in Army cadets in specialized training at the university. Although handicapped in many ways, there were many positive values to the setup.—R. E. Perl (New York City).

322. Krug, E., & Anderson, G. L. [Eds.] Adapting instruction in the social studies to individual differences. *Yearb. nat. Coun. soc. Stud.*, 1944, 15, Pp. 160.

323. Ligon, E. M. Character education in the church school. VII. Individual character education. *Relig. Educ.*, 1944, 39, 351-359.—One of the chief reasons why much church school education has been ineffective is its lack of individual orientation. To aid in remedying this defect, a Diagram for Individual Character Education has been devised which provides an outline by which the layman will have a basic understanding of human nature, particularly as it relates to changing and developing attitudes. Examples are given illustrating how the diagram may be employed in dealing with the attitude of fear of failure in connection with children of the 3rd and 4th grades. While each child is unique, successive groups present surprisingly similar patterns of problems.—C. W. Huntley (Western Reserve).

324. Ligon, E. M. Character education in the church school. VIII. An outline of trait-habit attitude goals for character education. *Relig. Educ.*, 1944, 39, 360-389.—The Union-Westminster Character Research Project has been built around 8 general traits based upon the Beatitudes. For curricular purposes, these traits are grouped into 6 units: social adjustment, adjustment to the universe, vocational adjustment, adjustment to authority, adjustment to the inevitability of vicarious sacrifice, and vision. For each curricular unit the author provides a detailed outline, indicating both the general attitude to be developed and the specific attitudes leading to the general attitude.—C. W. Huntley (Western Reserve).

325. Paulson, B. People are different. *Self-Apprais. Careers Pamph. Ser., Bd Educ., Chicago*, 1945, No. 2. Pp. 52.

326. Peterson, S. The word-dexterity test, a better measure of college aptitude. *Educ. psychol. Measmt.*, 1944, 4, 307-313.—A measuring instrument is described which, as an aptitude test, compares favorably with the usual measures of college aptitude tests.—S. Wapner (Rochester).

327. Philpott, S. J. Fallacious arguments from experiments on methods of teaching. *Brit. J. educ. Psychol.*, 1945, 15, 57-69.—Justifying a teaching method on the ground that it favors the dullards, even though the bright children do not profit, involves the usually fallacious argument of "pushing up of extremes." Since the phenomenon of regression is here in question, it is essential to understand the fallacies of interpretation to which regressing data are subject: (1) the restriction of the range; (2) the widening of the range; and (3) the assumption of corresponding changes in the individual children. Illustrative cases of experimental investigations in education bear out the conclusion that the mean gain achieved by the lower subgroup is determined by regression rather than by the influence of a stimulating method of teaching. It is to be generally concluded that the less a teaching method correlates with the control, the greater is its apparent effectiveness in narrowing or widening the extremes. Fur-

ther, that method correlating least with the control will seem more effective with the dullards, while that correlating more with the control will appear better suited to the bright.—R. C. Strassburger (St. Joseph's College for Women).

328. Ralya, L. L. Some surprising beliefs concerning human nature among pre-medical students. *Brit. J. educ. Psychol.*, 1945, 15, 70-75.—One hundred forty-one senior premedical students comprising 5 successive classes at a southeastern American state college constitute the sample tested. In terms of responses to the 55 items considered in this study which were judged to be typical of the more important concepts and principles of psychology, there is evidence of a substantial extent of misconception among students of whom few have had any formal training in psychology. Percentages of incorrect responses for the highest and lowest groups in scholastic achievement and for the whole group are indicated for each item.—R. C. Strassburger (St. Joseph's College for Women).

329. Schwelborá, K. 'Vocational education' in Nazi Germany. *Occup. Psychol., Lond.*, 1945, 19, 140-147.—The author describes the system of vocational education and training evolved in Germany. Although the system was presented by propagandists of National Socialism as a long-term youth policy, embodying a final solution to their problems, it is obvious that the system was a part of Germany's war preparations. The apprentice system, learnership occupations, and special workers are described.—G. S. Speer (Illinois Inst. Tech.).

330. Silbert, M. A guide for the visual survey of school children. *Opt. J.*, 1945, 82, No. 17, 23-25.

331. Stott, M. B. Some differences between boys and girls in vocational guidance. *Occup. Psychol., Lond.*, 1945, 19, 121-131.—As a rule, girls have less occupational knowledge than boys, are vague about occupational ideals, are more aware of the level they want to be on than of the steps of increasing responsibility, are less ready to accept their limitations, are more prone to daydreams, are less ready to accept limitations of the occupational field, and are more concerned with their own emotional satisfaction. Because of these attitudes, many girls are destined to disappointment in work.—G. S. Speer (Illinois Inst. Tech.).

332. Thompson, C. E. Personality and interest factors in dental school success. *Educ. psychol. Measmt.*, 1944, 4, 299-306.—An investigation was carried out to determine whether certain criteria of success in Dental School are significantly related to scores on personality and interest scales. Such measures as the Kuder Preference Record, the California Test of Personality and the MacQuarrie Test for Mechanical Ability were used. "Personality and interest scale scores show some relationship in this study to criteria of success in Dental School, but the correlations are not of sufficient magnitude to be useful in individual prediction when selecting applicants for admission to the College of Dentistry."—S. Wapner (Rochester).

333. Thomson, G. H. The distribution of intelligence among university and college students. *Brit. J. educ. Psychol.*, 1945, 15, 76-79.—The scores on an unpublished group intelligence test for 1,433 teachers-in-training are reported. Distributions of scores for graduates taking a postgraduate training year, non-graduates following the 3-year course, and trainees in physical education and in domestic science show considerable overlapping, although the honors graduates have the highest mean score, followed by ordinary graduates. Comparison of the distributions is made with that of 378 secondary school pupils, aged 16, for whom IQ's were also available. Upper, median, and lower quartile IQ's for the honor graduates, ordinary graduates, and nongraduates, obtained by converting the adult test raw scores, are shown.—R. C. Strassburger (St. Joseph's College for Women).

334. Toops, H. A. The criterion. *Educ. psychol. Measmt.*, 1944, 4, 271-297.—The following aspects of the problem are included: the sub-criterion success variables, the decision as to what variables are to be included; the units in which the component variables of the criterion are recorded; and the determination of the specific weights of the sub-criterion scores which are added together to obtain a final "weighted" criterion score.—S. Wapner (Rochester).

335. Triggs, F. O. The role of tests in the diagnosis and correction of spelling deficiencies of college students. *Educ. psychol. Measmt.*, 1945, 5, 59-70.—A remedial program for correction of spelling deficiencies is described.—S. Wapner (Rochester).

[See also abstracts 98, 102, 134, 197, 219, 220, 277.]

## MENTAL TESTS

336. Arthur, G. Stencil design tests, I, II. New York: Psychological Corporation, 1944. \$2.00, each set.—The Stencil Design Tests are described by the author as nonverbal measures of logical thinking. Test I consists of 20 designs, each 3 inches square, and colored cards to be used in reproducing the designs. Six of the cards are solid and 12 are stencils. Test II, which is more difficult than Test I, has 20 black and white designs; there are 11 yellow stencils and 1 yellow card, and 11 blue stencils and 1 blue card to be used in reproducing the designs. The tests yield data which can be used to determine the mental age level of a subject and also valuable clinical observations of problem-solving behavior. Tentative age norms are available, and high test scores are related to excellence in mathematics, mechanical drawing, laboratory science, Latin, and advanced music and art courses.—C. Orbach (New School).

337. Bennett, G. K., & Fry, D. E. Test of mechanical comprehension, Form W-1. New York: Psychological Corporation, 1943. 25 copies, \$2.85; 50 answer sheets, \$1.35; specimen set, \$0.30.—The women's form of the Mechanical Comprehension tests, designed to measure the understanding of physical and mechanical relationships, consists of 60 drawings with short, simply phrased questions about them. Since there was considerable sex difference in



the difficulty of Forms AA and BB, items were chosen for W-1 presenting situations which did not discriminate against women. The split-half reliability corrected by the Spearman-Brown formula is .77; there are no validity data for this form at present. Studies of Forms AA and BB, however, in the prediction of success in engineering and mechanical occupations, have yielded correlations of .3 to .6. There are norms for high school and different occupational groups.—C. Orbach (New School).

338. Goldstein, K., & Scheerer, M. **The Goldstein-Scheerer tests of abstract and concrete thinking.** New York: Psychological Corporation, 1945. Complete materials (3 tests, record forms, & monograph), \$21.50.—Three of the tests described by the authors in their monograph (see 16: 1004) are now made available. The tests are designed to measure the degree of impairment in abstract thinking resulting from organic brain injuries. The materials for the Cube Test are a set of Kohs blocks, 2 design books, a mimeographed supplement to the monograph, and record blanks. The materials for the Color-Form Sorting Test are a set of 12 plastic blocks (3 colors in 4 forms) and record blanks. The Stick Test consists of 30 plastic sticks of different lengths, a mimeographed supplement to the monograph, and record blanks. The tests are of special diagnostic value to military neuropsychiatric hospitals in the treatment and re-education of soldiers with varying degrees of brain injury.—C. Orbach (New School).

339. Gulliksen, H. **The relation of item difficulty and inter-item correlation to test variance and reliability.** *Psychometrika*, 1945, 10, 79-91.—Under assumptions that will hold for the usual test situation, it is proved that test reliability and variance increase (a) as the average inter-item correlation increases, and (b) as the variance of the item difficulty distribution decreases. As the average item variance increases, the test variance will increase, but the test reliability will not be affected. (It is noted that as the average item variance increases, the average item difficulty approaches .50.) In this development, no account is taken of the effect of chance success, or the possible effect on student attitude of different item difficulty distributions. In order to maximize the reliability and variance of a test, the items should have high intercorrelations, all items should be of the same difficulty level, and the level should be as near to 50% as possible.—(Courtesy *Psychometrika*).

340. Henry, F. M. **Some neglected aspects of test efficiency.** *Psychol. Bull.*, 1945, 42, 537.—Abstract.

341. Hildreth, H. M. **Single-item tests for psychometric screening.** *J. appl. Psychol.*, 1945, 29, 262-267.—The author developed 10 single-item tests, each taking 1 to 2 minutes administration time, as an aid in rapid screening. Official directives having set the minimal MA at 11 years for Naval service, preliminary work consisted of selecting 10 items from 30 which had been administered to 1,500 men. Distributions of the MA's of those individuals passing each item were constructed, and those items were retained for which the first percentile was 11 years or greater. The procedure is justified by the author on

the grounds that success on any one of the tests denotes ability above the minimal Naval requirements.—H. Hill (Indiana).

342. Kellogg, D. E., & Morton, N. W. **Revised Beta examination, French edition.** New York: Psychological Corporation, 1945. 25 copies, \$2.50; specimen set, \$0.25.—The test is a direct translation into French of the brief printed instructions in the English version, intended for industrial and educational application in Canada.—C. Orbach (New School).

343. Kornhauser, A. **Replies of psychologists to a short questionnaire on mental test developments, personality inventories, and the Rorschach Test.** *Educ. psychol. Measmt.*, 1945, 5, 3-15.—The replies of 85 specialists on mental tests on some technical questions about intelligence tests are reported. An example of a typical question is: "In the further development of mental ability testing for practical use in schools and in business, do you think most will be accomplished if psychologists concentrate on measuring separate intellectual factors or if they continue to emphasize the measurement of general intelligence?"—S. Wapner (Rochester).

344. Rabin, A. I. **The use of the Wechsler-Bellevue scales with normal and abnormal persons.** *Psychol. Bull.*, 1945, 42, 410-422.—This article summarizes studies employing the Wechsler-Bellevue scale. Some suggestions are offered for the future treatment of the rapidly accumulating data. The analysis is made under the following headings: (1) comparison with other tests; (2) test results and characteristic patterns of special groups; (3) retest data with clinical material; and (4) miscellaneous studies. A bibliography of 36 items is given.—S. Ross (U. S. Naval Reserve).

345. Rapaport, D. **The new Army individual test of general mental ability.** *Bull. Menninger Clin.*, 1945, 9, 107-110.—The author believes that "as a gauge of general mental ability the test is admirably well-constructed" and that "with regard to clinical diagnostic usefulness it has valuable features but also serious limitations" which, however, can be easily remedied. Discussing the test only from the clinical-diagnostic point of view, he "enumerates its advantages, enumerates the points wherein its clinical limitations could be remedied, advances some minor suggestions concerning the administration of the test, and offers some general suggestions for increasing its clinical usefulness."—W. A. Varvel (Texas A. & M.).

346. Thelen, H. A. **Testing by means of film slides with synchronized recorded sound.** *Educ. psychol. Measmt.*, 1945, 5, 33-48.—A new type of test, Sound-Slide, which makes use of pictures with synchronized narrative sound effects and instructions, is described. The advantages of this test are considered: "(1) uniformity of administration of the test from group to group, (2) high motivation of the students, (3) minimization of the verbal element with increased validity of testing some objectives, (4) possibility of appraisal of some fairly sophisticated objectives at low-grade levels."—S. Wapner (Rochester).

347. Tyler, F. T. Analysis of the Terman-McNemar tests of mental ability. *Educ. psychol. Measmt.* 1945, 5, 49-58.—The analysis indicates that the test might be too easy, since it fails to discriminate between the mental ages of about 20% of the sample analyzed. It is suggested that the test could be markedly reduced in content without much loss in reliability.—S. Wapner (Rochester).

348. Wechsler, D. Wechsler memory scale. New York: Psychological Corporation, 1945. 50 record forms & set of cards, \$1.90; specimen set, \$0.70; manual, \$0.45.—The record blank enables the examiner to conduct the test without consulting the manual except for scoring and norms, and to record the responses for each item.—C. Orbach (New School).

[See also abstracts 264, 271, 326, 333.]

#### CHILDHOOD AND ADOLESCENCE

349. Aldrich, C. A., Sung, C., & Knop, C. The crying of newly born babies. II. The individual phase. *J. Pediat.*, 1945, 27, 89-96.—To obtain information concerning the amount and the causes of crying in newly born infants, 50 babies were observed continuously during their first 8 days of life in a hospital nursery. The average amount of crying for the first 8 days was 117 minutes per day. The infant who cried least spent 48.2 minutes per day crying, while the infant who cried most spent 243 minutes. There is a tendency for peaks of crying to occur at 6 P.M. and at midnight, and for the amount of crying to increase as the feeding hours are approached. In an attempt to evaluate the relation of crying to food intake and weight gain, the results were vague, except that one method showed 17.8 minutes less crying daily in favor of the babies with good feeding histories. The observed causes of crying were hunger (35.5%), vomitus (0.5%), soiled diapers (8.3%), wet diapers (20.6%) and unknown causes (35.1%). In total minutes of crying time, unknown causes approach crying due to hunger and in the number of crying spells surpass it. (See 19: 2777.)—M. C. Templin (Minnesota).

350. Ames, V. C. Socio-psychological vectors in the behavior and attitudes of children: II. Awareness of acceptance status. *J. educ. Psychol.*, 1945, 36, 271-288.—The author made a study of 30 children in grade 6, of whom, according to results of Smalzried's Social Acceptance Scale, 10 were "accepted," 10 were "rejected," and 10, regarded as a control group, held an intermediate position. The subjects were given also the Awareness of Social Acceptance Questionnaire, constructed for the purpose, and an adapted form of Spencer's Experience Appraisal. Their classroom behavior was evaluated by time-sample observation recorded on the Brewer Observation Blank. The correlations found between scores made on the above instruments give little evidence that children are aware of how well they are liked by their classmates, and little indication that a child's feelings regarding his social acceptance are related to his feelings of unhappiness or conflict, unless possibly to those of self-conflict. No definite

behavior patterns were found either for the child who feels rejected or for the one who feels accepted.—E. B. Mallory (Wellesley).

351. Beltran, J. R. La psicología experimental en el estudio de los problemas del niño recién nacido. (Experimental psychology in the study of the problems of the neonate.) In Mouchet, E., *Temas actuales de psicología normal y patológica*. Buenos Aires: Editorial Médico-Quirúrgica, 1945. Pp. 71-86.—A brief survey is given of experimental investigations of the neonate, describing techniques and tabulating various measurable responses. The sucking reaction is the most specific. Apart from it, generalized responses are more typical of neonatal behavior, as shown in the plantar reflex.—H. D. Spoerl (Jeffersonville, Vt.).

352. Gesell, A. How a baby grows; a story in pictures. New York: Harper, 1945. Pp. vii + 78. \$2.00.—Photographs are arranged to summarize growth and development. A brief text and captions emphasize key aspects and phases of physical and social growth. Approximately 800 photographs are included.—L. J. Stone (U. S. Publ. Health Serv. Reserve).

353. Mira y López, E. Resultados del psico-diagnóstico mioquínético en adolescentes normales. (Results of myokinetic psychodiagnostics in normal adolescents.) In Mouchet, E., *Temas actuales de psicología normal y patológica*. Buenos Aires: Editorial Médico-Quirúrgica, 1945. Pp. 397-412.—Deviations from the model in making pencil reproductions blindfolded were measured for 8 tasks, using 568 adolescent subjects (both sexes). Correlations ranging from .59 to .71 were found, for aggressive tendencies (compared with Bernreuter), degree of neuroticism, for performance after a week (125 cases), for intercorrelation of errors in the different tasks, and for the two hands in the same subjects. The myokinetic diagnostic method is thus considered validated.—H. D. Spoerl (Jeffersonville, Vt.).

354. Nuñez, R. El desarrollo del concepto de "valor" en el niño. (The development of the concept of value in the child.) In Mouchet, E., *Temas actuales de psicología normal y patológica*. Buenos Aires: Editorial Médico-Quirúrgica, 1945. Pp. 471-482.—The development of value judgments as studied by Piaget, Descocudres, and others, is briefly reviewed. It is concluded that "man does not struggle to exist, but exists and struggles for something which transcends his existential sphere." It is important that teachers communicate values through the personality.—H. D. Spoerl (Jeffersonville, Vt.).

355. Sheridan, M. D. The child's acquisition of speech. *Brit. med. J.*, 1945, 1, 707-709.—The speech of 650 children under 5 years of age was examined and phonetically recorded. A consistent pattern of speech development was observed. The auditory implications of this speech pattern are discussed.—K. S. Bernhardt (Toronto).

[See also abstracts 69, 125, 131, 177, 236, 248, 266, 312, 317.]



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